STATE BOARD OF EDUCATION MEETING
February 19-20, 2025
Boise State University
Simplot Ballroom
1700 University Drive
Boise, ID 83725

Public Streaming: https://www.boisestate.edu/btv/idaho-sboe-2025-february/

Wednesday, February 19, 2025 – 1:00 p.m. (Mountain Time)

BOARDWORK

1. Agenda Review and Approval – Action Item
2. Minutes Review and Approval – Action Item
3. Rolling Calendar – Action Item

CONSENT

BAHR

1. Reappointment of Non-Board Members to the Audit, Risk and Compliance Committee
2. Idaho State University – Temporary Access Easement – Union Pacific Railroad
3. Idaho State University – Multi-year contract for Head Women's Volleyball Coach
4. University of Idaho – Employment Contract, Head Football Coach

IDE

5. Emergency Provisional Certificates
6. Appointments to the Professional Standards Commission

IRSA

7. Boise State University – Bachelor of Arts in Social Work Online Program Fee – Action Item
8. Boise State University – Undergraduate Certificate in Professional Development in Vulnerable Populations Self-Support Fee – Action Item

PPGA

9. Idaho Indian Education Committee Appointments
10. College of Idaho – Request to Approve New Principal Certification Endorsement Program

OPEN FORUM

BOARD OF TRUSTEES – BOISE STATE UNIVERSITY

1. Boise State University Annual Report – Information Item
2. Boise State University Students address the Board
3. Boise State University Employees address the Board

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.O. General Education English Writing and Mathematics Course Placement – First Reading – Action Item
2. Repeal of Board Policy III.S. Remedial Education – First Reading – Action Item –
3. Semi-Annual Report of Approved Program Requests – Information Item
4. Boise State University – Bachelor of Science in Artificial Intelligence Science – Action Item
5. Idaho State University – Doctor of Psychology in Clinical Psychology – Action Item
6. University of Idaho – Doctor of Psychology in Clinical Psychology – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Idaho State University – Planning and Design Budget Authorization, Life Science Building – Action Item

Thursday, February 20, 2025 – 9:30 a.m. (Mountain Time)

EXECUTIVE SESSION – (Closed to the Public)

1. Convene into Executive Session pursuant to Idaho Code § 74-206(1)(f) "to communicate with legal counsel for the public agency to discuss the legal ramifications of and legal options for pending litigation, or controversies not yet being litigated but imminently likely to be litigated." – Action Item (No action taken in Executive Session)

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update – Discussion Item

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS

1. Board Policy I.M. – Annual Planning and Reporting – Second Reading – Action Item

WORK SESSION

1. Division of Career Technical Education Annual Report – Information Only

INFORMATIONAL

IRSA

1. Established Program to Stimulate Competitive Research (EPSCoR) Annual Report – Information Only
2. Higher Education Research Council (HERC) Annual Report – Information Only

PPGA

3. Boise State University Annual Progress Report
4. Idaho Division of Career Technical Education (IDCTE) Annual Report
5. Idaho Educational School for the Deaf and Blind (IESDB) Annual Report

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at 208-332-1571. If you wish to speak at Open Forum the deadline to sign up to speak is 1:00 p.m. (MT), February 18, 2025. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

STATE BOARD OF EDUCATION
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BOARDWORK
FEBRUARY 19-20, 2025

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1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the December 18, 2024 Regular Board meeting.

3. Rolling Calendar

BOARD ACTION
I move to set February 18-19, 2026, as the date and Boise State University as the location for the February 2026 regularly scheduled Board meeting.

STATE BOARD OF EDUCATION MEETING
December 18, 2024
Office of the State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

A regular meeting of the Idaho State Board of Education was held via Zoom teleconference on December 18, 2024, with the call originating from the Office of the State Board of Education in Boise. Board President, Dr. Linda Clark, called the meeting to order at 9:00 a.m. (MT).

Present

Dr. Linda Clark, President
William G. Gilbert, Jr., Vice President
Superintendent Debbie Critchfield, Secretary
Cindy Siddoway
Kurt Liebich
Shawn Keough
Cally Roach
David Turnbull

Absent

None

BOARD ACTION

M/S (Gilbert / Roach) I move that the Board, pursuant to Idaho Code § 74-206(1)(f), convene into Executive Session "to communicate with legal counsel for the public agency to discuss the legal ramifications of, and legal options for, pending litigation or controversies not yet being litigated but imminently likely to be litigated." *Motion carried by roll call vote of 8 AYE, 0 NAY.*

EXECUTIVE SESSION – (Closed to the Public)

The Board entered Executive Session at 9:00 a.m.

Upon return from Executive Session, Board President, Dr. Linda Clark stated, the Board concluded its discussion and took no action on the matter discussed.

Dr. Clark reconvened the meeting at 9:32 a.m.

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the agenda as posted. *Motion carried by voice vote.*

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the minutes for the October 16-17, 2024, Regular Board Meeting and the November 21, 2024, Special Board Meeting. ***Motion carried by voice vote.***

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to set December 17, 2025, as the date for the December 2025 regularly scheduled Board Meeting to occur via videoconference originating from the Office of the State Board of Education in Boise. ***Motion carried by voice vote.***

CONSENT

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Retirement Plan Committee – Idaho State Board of Education (Board) Updates to Optional Retirement Plan (ORP) 401(a) and Supplemental Plan 403(b) Amendments – Action Item
2. Boise State University – Employment Agreement for Athletic Director Jeramiah Dickey – Action Item
3. Boise State University – Employment Agreement for Head Softball Coach Justin Shults – Action Item
4. Boise State University – Employment Contract for Head Women's Basketball Coach Gordon Presnell – Action Item
5. University of Idaho – Renewal by amendment of existing retail lease for Vandal Store in Boise – Action Item
6. University of Idaho – Renewal of existing farm lease for UI College of Agricultural and Life Science's Aberdeen Research and Extension Center – Action Item
7. University of Idaho – Renewal of existing lease at UI Research Park in Post Falls for American Wagyu Association – Action Item
8. University of Idaho – Renewal of Existing Lease at UI Research Park in Post Falls for Sun Tropics – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

9. Boise State University – Generative AI in Education Graduate Certificate Online Program Fee – Action Item
10. Higher Education Research Council Reappointment – Action Item

IDAHO DEPARTMENT OF EDUCATION

11. Emergency Provisional Certificate Recommendations – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the consent agenda. *Motion carried by voice vote.*

OPEN FORUM

Samuel N. Penney, Nez Perce Tribal Executive Committee, shared his concerns regarding the pending changes to Diversity, Equality and Inclusion (DEI) programs on higher-ed campuses. He recognized the proposed changes do not apply to tribal members; however, he is concerned the policy may be challenged in the future by individuals or organizations that do not understand the tribal relationship between the United States and the state of Idaho.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. FY2024 Financial Statement Audits by CliftonLarsenAllen, LLP

   Bill Gilbert reported all four institutions received unmodified opinions and the reports are a true and fair reflection of their financial positions. There were no material weaknesses or significant deficiencies for any of the four institutions for the financial statements, however there were material weaknesses and significant deficiencies found in the federal awards, mostly pertaining to student financial aid. All institutions received unmodified opinions from CLA that their respective financial statements present a true and fair reflection on their financial statements and compliance for major federal programs.

BOARD ACTION
M/S (Gilbert / Keough) I move to accept the FY2024 College and University audit findings report prepared by CliftonLarsenAllen, LLP as submitted in Attachment 1. *Motion carried by voice vote.*

2. Boise State University – Authorization for issuance of 2025A General Revenue Project and Refunding Bonds

   Alicia Estey, Chief Financial Officer, Boise State University, (BSU) and Jeff Banka, Treasurer, BSU, presented BSU's request for Board approval to issue tax-exempt general revenue and refunding bonds in an aggregate principal amount not to exceed $51,045,000 pursuant to a Supplemental Resolution. Up to $30 million will be used for the north end zone expansion and the remaining will be used to refund outstanding bonds to take advantage of lower interest rates.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the request by Boise State University to issue tax-exempt general revenue bonds; and to find that this project is necessary for the proper operation of Boise State University and is economically feasible.

AND

I move to approve a Supplemental Resolution for the Series 2025A Bonds, the title of which is as follows:
SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Project Bonds and Refunding Bonds, in one or more series, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to $51,045,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds. ***Motion carried by roll call vote of 8 AYE, 0 NAY.***

3. Idaho State University – Magnuson Alumni House Sale

   Brian Sagendorf, Vice President, Operations, Idaho State University (ISU), presented ISU's request seeking Board approval of the sale of Magnuson House. After considering the deferred maintenance repair needs of the facility in comparison to other priority maintenance needs on campus, the institution has decided that the property no longer represents a mission-specific function for the faculty, staff, and students of Idaho State University. While the institution could choose to invest deferred maintenance funding into restoring the home, ISU feels it would be better served to invest limited deferred maintenance funds in other campus facilities that better serve the needs of students. ISU proposes the sale of the property in an "as-is" condition for no less than an appraised market value. ISU will continue to honor Mr. Magnuson's legacy in various ways on campus.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the request by Idaho State University to list the Magnuson House for sale and to authorize the University's vice president to sign the associated sales documents on behalf of the State Board of Education. ***Motion carried by voice vote.***

4. Idaho State University – Campus Master Plan Update

   Brian Sagendorf presented ISU's 30-year Master Plan. The Master Plan aligns all campus locations with the University's Strategic Plan and ensures their campuses develop in a cost effective and efficient manner that supports the strategic allocation of resources.

   Responding to questions from the Board, Mr. Sagendorf stated the university will be using existing capital funding to create flexible research space for the University of Idaho (UI), Idaho National Laboratory (INL) and the College of Eastern Idaho (CEI) within the next 18 to 24 months.

President Wagner, ISU, shared the various ways he is making the Idaho Falls campus a priority, such as, hiring a campus administrator, signing a super agreement with INL to assist with research efforts and improving relationships with the College of Eastern Idaho (CEI).

The Board thanked ISU for making the Idaho Falls campus a priority and emphasized the importance of prioritizing and sequencing the projects that will be moving forward. President Wagner agreed sequencing will be critical to the success of their master plan and stated the Life Sciences building on the main campus will be the top priority of their plan.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the request by Idaho State University to approve its Campus Master Plan. *Motion carried by voice vote.*

5. University of Idaho - Interim Financing for Housing Project

Brian Foisy, Vice President, Finance and Administration, University of Idaho (UI), and Kim Salisbury, Associate Vice President, Budget and Planning, UI, presented UI's request to approve the issuance of a tax-exempt taxable general revenue note ("Series 2024 Note") pursuant to a Supplemental Resolution in an aggregate principal amount not to exceed $42.5 million. The Series 2024 Note will be used as interim financing for (i) the acquisition and construction, renovation and/or redevelopment of the University's existing student housing facilities, including Wallace Residence Center, Theophilius Tower, and Elmwood Apartments, (ii) the development of approximately 400 apartment beds to be used for graduate and family housing, including a community building on the South Hill, (collectively, the "Housing Project") and (iii) payment of costs of issuance related to the Series 2024 Note.

The University intends to issue general revenue bonds in the spring of 2025 to refinance the Series 2024 Note, finance additional Housing Project costs and pay the cost of issuance of the Bonds

BOARD ACTION
M/S (Gilbert / Liebich) I move to approve the request by the University of Idaho to issue a general revenue note; and find that this project is necessary for the proper operation of the University and is economically feasible.

AND

I move to approve a Supplemental Resolution for the Series 2024 Note, the title of which is as follows:
SUPPLEMENTAL RESOLUTION of the Regents of the University of Idaho Authorizing the Issuance and Providing for the Sale of General Revenue Note,

Series 2024; Delegating Authority to Approve the Terms and Provisions of the Note and the Principal Amount of the Note up to $42,500,000; Authorizing the Execution and Delivery of a Note Purchase Agreement upon Sale of the Note; and Providing for Other Matters Relating to the Authorization, Issuance, Sale and Payment of the Note. ***Motion carried by roll call vote of 8 AYE, 0 NAY.***

6. University of Idaho – Restructuring of Strategic Initiatives Fund

   Kent Nelson, Special Counsel, UI, provided the status of the University of Idaho's Strategic Initiatives Fund, Inc. (SIF) and the implications of House Bill 708 from the 2024 Legislative Session to the SIF. Although it is not clear HB 708 applies to corporate entities created by the Board of Regents, out of caution UI proposes "disassociation" of the SIF from the state, as described in HB 708. In that regard, UI proposes amendments to the corporate articles and bylaws to:

   - remove the UI President as the sole member of the SIF, and
   - restructure the mechanism for appointment of the three SIF directors to ensure that state officials do not comprise a majority of directors.

   The foregoing two proposed amendments to the SIF governance give rise to the need for further amendments necessary to maintain the SIF's beneficial status as a Type I "supporting organization" under Sec. 509(a)(3) IRC). IRS requirements include that at least one supported organization of a Type I supporting organization have elements of governance control. In this regard, UI administration is engaged in discussions with the UI Foundation to add the Foundation as an additional supported organization of the SIF and to grant authority to the UI Foundation Board to appoint an SIF director.

   Responding to questions from the board, Mr. Nelson stated the university's president will remain active in the SIF but not be directly on the Board. President Green stated the university's desire to comply with the law.

7. Boise State University – Athletic Conference Litigation – Action Item

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve Boise State University's request to enter into litigation pursuant to Board Policy 5W. ***Motion carried by voice vote.***

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's Update – Discussion Item - Superintendent Critchfield

   In an effort to model how the Board would like all districts to conduct their board meetings, Superintendent Critchfield began her update focused on reading and literacy. She reported the Spring 2024 IRI scores among all grades were 65% proficient, while 70% of Third Grade students were proficient. She discussed

with the board why reading with comprehension is important in the development of students and how that affects their academic journey.

The Board had a discussion regarding accountability of local school boards. Superintendent Critchfield stated the highest performing schools have high performing boards. The Board agreed accountability needs to be around growth. There was a considerable exchange of ideas around what various methods of accountability would work best for local boards, such as changes through legislation to the Continuous Improvement Plans districts are currently required through statute to file.

Superintendent Critchfield reported that the Governor's Emergency Education Relief Fund (GEER) money has assisted districts by providing Idaho Striving to Meet Achievement in Reading Together (SMART) training and the State Department of Education (SDE) has received 100% positive feedback from the districts who have received this training. She reviewed where the GEER money has gone and where it will be used in the future, such as dyslexia diagnostic tools and instructional materials.

Superintendent Critchfield discussed with the Board their responsibility to advocate for resources and legislation that provides appropriate measures to drive accountability and outcome. She also advised them to talk about what is working, what is not working, and how they may step in when appropriate.

It was reported to the Board that SDE is working on providing a template for districts to use to better translate their finance reporting to their communities. The department is also working with various groups to gather data to better understand what teachers and administrators need to succeed when in the beginning stages of their careers.

2. Proposed Division of Mountain View School District #244 – Action Item

Superintendent Critchfield informed the Board that the Mountain View School District Board of Trustees has submitted a proposal to divide the district into the Clearwater School District and the Grangeville School District. The process for the division of a school district and what must be included in the Board of Trustees' proposal is outlined in Idaho Code Section 33-312. SDE staff reviewed Mountain View's proposal and verified the proposal is complete and meets the eligibility requirements. If the Board approves the proposal, it will be submitted to voters in the school district's boundaries in May 2025.

Mountain View School District Superintendent Alica Holthaus and Board Chairman, Tyler Harrington spoke to the merits of the proposal. Mr. Harrington cited the difficulties of having a large district covering 8,000 square miles and tension between the communities.

BOARD ACTION

M/S (Critchfield / Keough) I move to approve the proposal for the division of property of Mountain View School District #244 into Clearwater School District #245 and Grangeville School District #246 and to approve the proposal to be submitted to the electors for consideration pursuant to Section 33-312, Idaho Code.

President Clark placed the Board at ease at 11:39 am.
President Clark reconvened the meeting at 12:16 pm.

Joshua Whitworth, Executive Director, Idaho State Board of Education, addressed the Board to provide greater clarity and information on an item the Board voted on earlier during the Business Affairs and Human Resources (BAHR) agenda. Director Whitworth stated the Board convened into Executive Session with legal counsel from Boise State University earlier today to discuss potential litigation. The discussion included a request from Boise State University to receive Board approval to join Colorado State University and Utah State University in a lawsuit filed on December 16, 2024, against the Mountain West Conference. The subject of the lawsuit is the conference realignment activities that are occurring. If necessary, more information is available through Boise State University.

The Board repeated the earlier motion made during the BAHR agenda.

BOARD ACTION
M/S (Gilbert / Roach) I move to approve Boise State University's request to enter into litigation pursuant to Board Policy 5W. ***Motion carried by voice vote****.*

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. University of Idaho – Doctor of Philosophy in Cybersecurity – Action Item

   Patty Sanchez, Academic Program Affairs Manager, State Board of Education, presented a request from the University of Idaho to offer a Doctor of Philosophy (Ph.D.) program in Cybersecurity. Ms. Sanchez stated the request has completed all preliminary approval processes and no concerns were raised.

   Gwen Gorzelsky, Vice Provost for Academic Initiatives, University of Idaho, presented an overview of the program. Ms. Gorzelsky cited that workforce and student demand for this program are high.

   Responding to questions from the Board, Terence Soule, Professor of Computer Science, University of Idaho, stated the graduate placement rate is 100%.

BOARD ACTION
M/S (Roach / Gilbert) I move to approve the request by the University of Idaho to create a Ph.D. in Cybersecurity as presented by the full proposal presented in Attachment 1. *Motion carried by voice vote.*

Superintendent Critchfield spoke regarding an on-line fee discussion that took place during the Instruction, Research and Student Affairs Committee meeting. The committee will have a discourse regarding fees and support of courses in the Cybersecurity program. Ms. Roach agreed and stated she would like to have standardized costs and more clarity surrounding the fees.

2. Board Resolutions on DEI Ideology; Governance; and Freedom of Expression in Higher Education – Action Item

   Joshua Whitworth gave an overview of the proposed Resolutions, the feedback that was received and the process of how the Resolutions were developed. Director Whitworth stated these Resolutions are not intended to separate the importance of diversity in the state. Out of more than 41,000 students, 687 comments from students were received. Ten percent of the students were in support, 9% indifferent and 80% in opposition to the Resolutions. The Board has expressed the importance of all students feeling supported and having their needs met to be successful in their educational endeavors.

   Dr. TJ Bliss, Chief Academic Officer, State Board of Education, highlighted the changes in the Resolutions since the Resolutions were presented at the Board meeting in November 2024. Dr. Bliss stated the changes are based on feedback from the institutions and the community at large. The implementation deadline is June 30, 2025 to provide the institutions adequate time to make any necessary changes.

   Responding to questions from the Board, Kurt Liebich stated the DEI ideology at East Coast colleges is vastly different than what we have in Idaho. Mr. Liebich has concerns regarding what unintended consequences may occur from the proposed Resolutions.

   The Board had a discussion with the Presidents of the institutions regarding the Resolutions. The Board inquired of the Presidents what changes have taken place on their campuses since the release of the draft of the Resolutions and which services will no longer be offered. President Wagner reported ISU has reorganized where the programs originate from and who is administering those programs. Responding to questions from the Board regarding why ISU made changes regarding DEI prior to the Board approving the Resolutions, President Wagner stated the changes did not come lightly and occurred after speaking with government leaders, students and members of the community. They made these changes because they saw an opportunity as an institution to effectively meet the

needs of their students. He took accountability as the president for making these changes to fulfill their mission to serve students.

Bill Gilbert, Superintendent Critchfield and President Clark reminded the institution's Presidents that the Board is the governing body, and while they value all external stakeholders, the Board weighs more heavily for this type of issue.

President Wagner stated he welcomes more Board involvement, and it was not their intention to do anything without Board approval, they had not received instruction to work with the Board before making the changes and the engagement they had was sufficient.

President Tromp, BSU, stated it grieves her deeply that their efforts to serve all of their students have been grossly misconstrued. They are dedicated to serving all students and improving students' outcomes. BSU has worked with Board staff for several months and had no intention of getting ahead of policy, rather, they were working towards stability.

President Pemberton, Lewis and Clark State College (LCSC), stated their operations are not impacted by the Resolutions.

President Green, University of Idaho (UI), believes UI has always served all students and the Resolutions prohibiting gender and race distinctions do affect their programs. He stated their programs are student driven and more students are graduating because of the programs.

The Presidents appreciate the guidance documents provided with the Resolutions and they are committed to meet the needs of their students. Staff explained the differences between the Resolutions and the guidance documents and importance of each.

The Board will be watching the results of the Resolutions closely to ensure no negative, unintended consequences are occurring.

BOARD ACTION

M/S (Roach / Turnbull) I move to approve the Resolution set forth in Attachment 2, the title of which is as follows: A Resolution on DEI Ideology in Higher Education ***Motion carried by voice vote.***

Dr. TJ Bliss stated the second Resolution reaffirms current Board policy with some references to Presidents' performance, faculty code of conduct and post tenure review.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the Resolution set forth in Attachment 3, the title of which is as follows: A Resolution on Governance in Higher Education. *Motion carried by voice vote.*

Joshua Whitworth cited the Resolution allows freedom of expression and freedom of assembly to conduct civil debates that are expected from the institutions. Dr. TJ Bliss reviewed the minor changes to the Resolution since the last meeting, such as, protecting campus safety, protecting legitimate functions of the institutions, providing a process for addressing disputes, and broadening curriculum information regarding courses.

BOARD ACTION
M/S (Turnbull / Roach) I move to amend the resolution to remove an errant reference to institutional neutrality and to add the words "In Higher Education" to the title of the Resolution. *Motion carried by voice vote.*

Board members discussed the institutions have done an excellent job fostering freedom of expression on Idaho campuses.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the Resolution set forth in Attachment 4, the title of which is as follows: A Resolution on Freedom of Expression in Higher Education as amended based on discussion here in the meeting. *Motion carried by voice vote.*

AND

M/S (Roach / Liebich) I move to direct staff to develop proposed amendments to Board policy codifying the principles of each adopted resolution, where applicable, and bring the amendments forward for first readings not later than the August 2025 Board meeting. *Motion carried by voice vote.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Board Policy I.M. – Annual Planning and Reporting – First Reading – Action Item

Jennifer Thompson, Director, Policy and Government Affairs, State Board of Education, reviewed the changes to Policy 1.M. The changes separated the systemwide measures from the strategic planning process.

BOARD ACTION
M/S (Liebich / Roach) I move to approve the first reading of the proposed amendment to Board Policy I.M. as presented in Attachment 1. *Motion carried by voice vote.*

2. Request to Approve Principal Educator Registered Apprenticeship Standards – Action Item

   Jennifer Thompson, presented the Principal Educator Registered Apprenticeship Standards. Ms. Thompson stated it is a logical extension of the Principal Apprenticeship Program and by registering this as a formal program, allows principal's access to a federal program to assist for course expenses.

   Katie Shoup, Educator Effectiveness Program Manager, State Board of Education, provided more details to the program.

   Superintendent Critchfield raised awareness that because it is a federally recognized program, we are not removing the state requirements but adding the workforce component. President Clark stated it is imperative to find leaders to obtain these certifications.

BOARD ACTION
M/S (Liebich / Roach) I move to approve the Principal Educator Registered Apprenticeship Program Standards as submitted in Attachment 1. *Motion carried by voice vote.*

3. Request to Approve New Early Literacy Endorsement Program Application for Idaho State University – Action Item – Jenn Thompson

   Jennifer Thompson presented ISU's request for an early literacy endorsement program. ISU underwent the endorsement program review process and is now seeking Board approval which would allow ISU to offer an Early Literacy endorsement program for teacher candidates.

BOARD ACTION
M/S (Liebich / Critchfield) I move to approve the request by the Office of the State Board of Education's review team to approve Idaho State University's new twenty (20) credit Early Literacy Endorsement Program Application leading to teacher certification as presented in Attachment 2.

4. Idaho Division of Vocational Rehabilitation Update – Discussion Item

   Kurt Liebich reviewed the history of the Vocational Rehabilitation Department and their importance to the community. Joshua Whitworth stated the department is working through budgetary issues with legislative partners. He recognized Director Judy Taylor's leadership and the improvements she has brought to the department.

   Judy Taylor, Director, Vocational Rehabilitation, provided more details regarding the department's current budget projections.

Responding to questions from the Board, Mr. Whitworth stated the Board's engagement will be significantly increased to support the Vocational Rehabilitation Department.

President Clark placed the Board in recess at 2:13 p.m.
President Clark reconvened the meeting at 2:23 p.m.

WORK SESSION

PLANNING, POLICY AND GOVERNMENT AFFAIRS

1. K-20 Strategic Planning Discussion – Discussion Item

Kurt Liebich reviewed what system-wide metrics are and why they are important to achieving the goals of the Board.

Jennifer Thompson discussed the process of strategic planning and reviewed the timeline. Ms. Thompson reported the committee found retention, persistence and graduation are the most common and important measurements.

Members of the committee shared with the Board reasons why shifting to "retention, persistency and graduation" metrics would retain three existing systemwide measures and narrow the focus on the most meaningful measures.

Jenn Thompson informed the Board they will have multiple opportunities to review the Strategic Plans and provide feedback. The Board discussed various reasons why they were tracking certain measurements and what their priorities are today. The committee will bring additional recommendations to the Board at the February 2025 meeting.

INFORMATIONAL

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. College/Universities - Financial Ratios Annual Report
2. College/Universities - Net Position Balances Annual Report

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

3. Report to the Legislature on Senate Concurrent Resolution 111 - Veterinarians

PLANNING, POLICY AND GOVERNMENT AFFAIRS

4. Commission for Education Excellence Annual Report
5. Educator Preparation Provider Program Annual Reports
6. State Mandated Evaluation Annual Report
7. Federal Title II Programs that Prepare Teachers Annual Report
8. Educator Pipeline Annual Report
9. Annual Empowering Parents Program Report
10. Idaho Division of Vocational Rehabilitation (IDVR) Annual Report
11. OSBE College and Career Readiness Team Annual Report

IDAHO DEPARTMENT OF EDUCATION

12. Advanced Opportunities Annual Report
13. English Language Learners Annual Report
14. Elementary, Secondary Accreditation Annual Report 2024, Cognia
15. Notification of Schools Approved to Operate with Less Than Ten (10) Students Reported in Average Daily Attendance Annual Report

BOARD ACTION

M/S (Critchfield / Keough) I move to adjourn the meeting. ***Meeting adjourned at 3:31 p.m.***

TAB	DESCRIPTION	ACTION
1	BAHR - REAPPOINTMENT OF NON-BOARD MEMBERS TO THE AUDIT, RISK AND COMPLIANCE COMMITTEE	Action Item
2	BAHR – IDAHO STATE UNIVERSITY – TEMPORAY ACCESS EASEMENT – UNION PACIFIC RAILROAD	Action Item
3	BAHR - IDAHO STATE UNIVERSITY - MULTI-YEAR CONTRACT FOR HEAD WOMEN'S VOLLEYBALL COACH	Action Item
4	BAHR – UNIVERSITY OF IDAHO – EMPLOYMENT CONTRACT FOR HEAD FOOTBALL COACH	Action Item
5	IDE - EMERGENCY PROVISIONAL CERTIFICATES	Action Item
6	IDE - APPOINTMENTS TO THE PROFESSIONAL STANDARDS COMMISSION	Action Item
7	IRSA - BOISE STATE UNIVERSITY – BACHELOR OF ARTS IN SOCIAL WORK ONLINE PROGRAM FEE	Action Item
8	IRSA - BOISE STATE UNIVERSITY – UNDERGRADUATE CERTIFICATE IN PROFESSIONAL DEVELOPMENT IN VULNERABLE POPULATIONS SELF-SUPPORT FEE	Action Item
9	PPGA - IDAHO INDIAN EDUCATION COMMITTEE APPOINTMENTS	Action Item

TAB	DESCRIPTION	ACTION
10	PPGA - COLLEGE OF IDAHO – REQUEST TO APPROVE NEW PRINCIPAL CERTIFICATION ENDORSEMENT PROGRAM	Action Item

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SUBJECT

Reappointment of non-Board members to Audit Risk and Compliance Committee

REFERENCE

April 2017	Board appointed Stephen Speidel to the Audit Committee as a non-Board member
February 2018	Board appointed Joanna Hale to the Audit Committee as a non-Board member
December 2021	Board appointed Steve Skaggs to the Audit Committee as a non-Board member

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures V.H.
Board Bylaws I.F.4.b.

BACKGROUND/DISCUSSION

Board Bylaws provide that the Audit, Risk and Compliance (ARC) Committee members shall be appointed by the Board and that the Committee shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent, non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. Members may be reappointed. All three non-Board members, Stephen Speidel, Joanna Hale, and Steve Skaggs were previously appointed by the Board and are current members of the ARC Committee. These three members were either appointed for three-year terms or the term was not specified.

IMPACT

Before revisions to the Bylaws, the terms for non-Board members were three years. At that time, it was difficult to find non-Board members, so revisions were made to the Bylaws to replace the three-year term with the provision that non-members may be reappointed.

The ARC Committee unanimously recommends all three non-Board members for reappointment to the ARC Committee in two-year staggered terms.

STAFF COMMENTS AND RECOMMENDATIONS

The ARC Committee recommends the reappointment of Mr. Skaggs, Mr. Speidel, and Ms. Hale as non-Board members of the Audit, Risk and Compliance Committee as follows:

Steve Skaggs	Term: January 1, 2025, through December 31, 2027
Stephen Speidel	Term: January 1, 2025, through December 31, 2028
Johanna Hale	Term: January 1, 2025, through December 31, 2029

Board staff recommends approval.

BOARD ACTION

I move to reappoint Mr. Skaggs, Mr. Speidel, and Ms. Hale as non-Board members of the Audit, Risk and Compliance Committee for the following terms:

Steve Skaggs	Term:	January 1, 2025, through December 31, 2027
Stephen Speidel	Term:	January 1, 2025, through December 31, 2028
Johanna Hale	Term:	January 1, 2025, through December 31, 2029

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY

SUBJECT

Temporary Access Easement - Union Pacific Railroad

APPLICABLE STATUTE, RULE, OR POLICY

Policy Section V.I. – Business Transactions, Real and Personal Property and Services

BACKGROUND/DISCUSSION

Union Pacific Railroad is seeking a Temporary Access Easement through property in Idaho Falls that is located near the University Place campus. The property is owned by the Idaho State Board of Education and would permit truck and trailer access for Union Pacific to their railroad right of way for repair work on railroad tracks during 2025. The work will focus on repairing track infrastructure over the Snake River which lies to the west of State Board property.

The easement will grant Union Pacific the ability to move equipment across State Board property next to the INL C3 facility. Railroad work is anticipated to begin as early as March 1, 2025, with work to be completed by July 2025. An extension of the easement may be granted if work is not completed by the July target date. The easement requires Union Pacific to restore the easement area to the condition which existed prior to the commencement of the easement.

In consideration of the Easement, Union Pacific Railroad will assist Idaho State University in exploring the feasibility of an at-grade railroad crossing between the INL and the Idaho State University campus as a possible replacement project rather than continued planning and development for a pedestrian walking bridge.

ATTACHMENTS

Attachment 1 – Temporary Access Easement with Exhibits A and B.

STAFF COMMENTS AND RECOMMENDATIONS

This Temporary Access Easement request presents an opportunity for ISU to collaborate with Union Pacific Railroad to explore the development of a long-desired at-grade railroad crossing between INL and the ISU campus, which could offer a more feasible alternative to a pedestrian walking bridge.

Staff recommends approval of the requested easement and direct ISU to continue working with Union Pacific on the feasibility and planning of the crossing.

BOARD ACTION

I move to approve the Temporary Access Easement and authorize the Idaho State University's vice president to sign the associated documents on behalf of the State Board of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

TEMPORARY ACCESS EASEMENT

THIS TEMPORARY ACCESS EASEMENT is made by and between IDAHO STATE BOARD OF EDUCATION, on behalf of Idaho State University (the "Grantor"), with an address of 921 South 8th Ave., Mail Stop 8310, Pocatello, ID 83209 and UNION PACIFIC RAILROAD COMPANY, a Delaware corporation (the "Grantee"), with an address of 1400 Douglas St., STOP 1690, Omaha, Nebraska 68179.

The Grantor, in consideration for Grantee's agreement as set forth below, the sufficiency of which is hereby acknowledged, does hereby grant a TEMPORARY ACCESS EASEMENT across the property outlined in pink on **Exhibit A,** (the "Access Area"), and as described on Exhibit B which impacts Grantor's APN: RPA7092001008O

1. Authorized Use. This Temporary Access Easement is to be used by the Grantee and its employees, agents, contractors and permittees, for truck and trailer access to Grantee's right-of-way to perform bridge construction.

2. Term. The Temporary Access Easement granted herein shall commence on February 21, 2025. The Grantee anticipates completing its construction on July 1, 2025. Should Grantee not have completed its use of the Access Area by July 1, 2025, Grantee may request that Grantor extend the term of this Temporary Access Easement.

3. Indemnification. Grantee agrees to indemnify and hold harmless the Grantor from and against loss, damages, costs and expenses which may result from injury to or death of persons or loss of or damage to property when such loss is due to or arises in connection with or as a result of Grantee's use of the Access Area.

4. Restoration of Access Area. On the expiration of the term of this Easement, Grantee shall restore the Access Area to the condition which existed prior to commencement of the Temporary Access Easement to the reasonable satisfaction of Grantor. Grantee shall use best efforts not to use property outside of the Access Area, but should Grantee operate outside of the Access Area than Grantee shall restore said land consistent with its obligation to restore the Access Area

5. Consideration. In consideration of granting this Temporary Access Easement, the Grantee acknowledges that Idaho State University and the Idaho Division of Public Works desires to file an application with Grantee to develop an at-grade railroad crossing in proximity to the Access Area and Grantee will provide guidance on how to file an application for said crossing. Grantee shall pay Idaho State University a fee of Five Thousand Dollars ($5,000.00).

IN WITNESS WHEREOF, the Grantor and Grantee have executed this instrument as of the ____ day of _____, 2025.

GRANTOR

IDAHO STATE BOARD OF EDUCATION

_____
By:
Its:

GRANTEE

UNION PACIFIC RAILROAD COMPANY

_____
Peter Kenney
Senior Manager - Acquisitions

EXHIBIT A

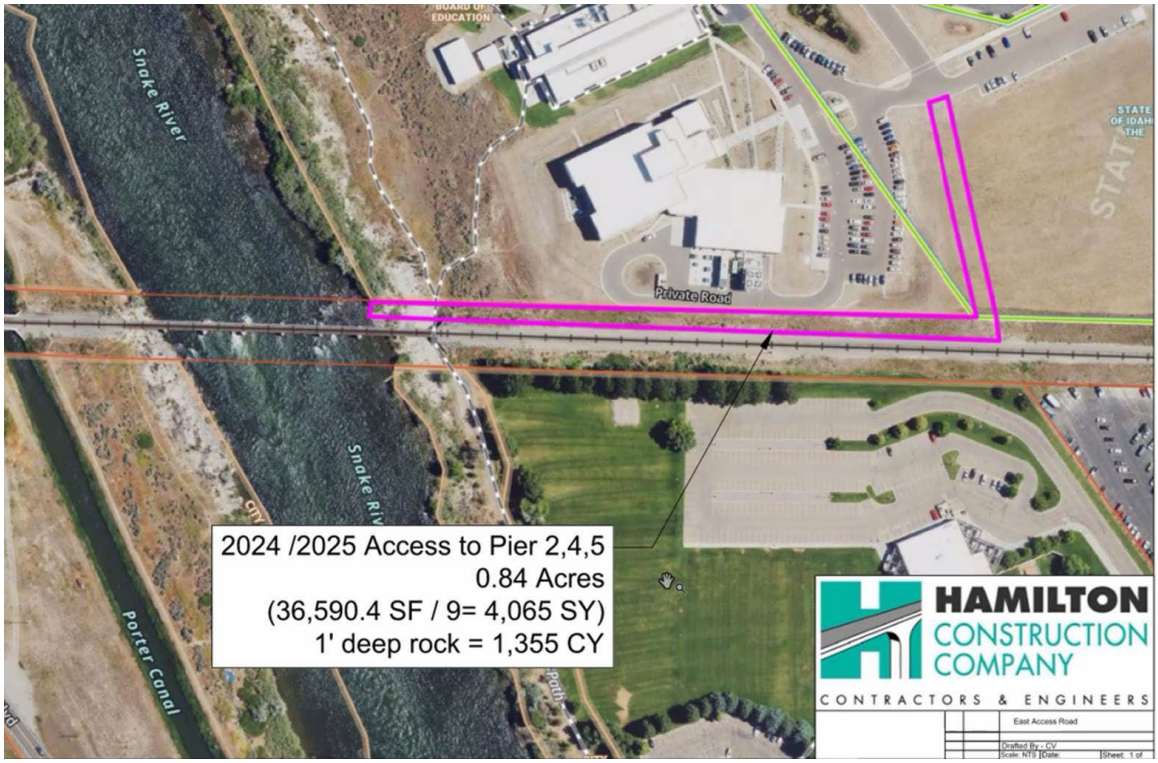
Snake River
Private Road
Snake River
Porter Canal
2024 /2025 Access to Pier 2,4,5
0.84 Acres
(36,590.4 SF / 9= 4,065 SY)
1' deep rock = 1,355 CY
HAMILTON
CONSTRUCTION
COMPANY
CONTRACTORS & ENGINEERS
East Access Road

EXHIBIT B

The Temporary Access shall be no wider than 30’ and consist of a direct path running north to south approximately 350’ across Grantor’s APN RPA7092001008O to Grantee’s right-of-way, at which point, Grantee will traverse east to west along its property. The total Temporary Access area is 10,500 square feet.

IDAHO STATE UNIVERSITY

SUBJECT

Multi-year contract for Sean Carter, Head Women's Volleyball Coach

REFERENCE

June 2022	Idaho State University hired Sean Carter with a 3-year contract which did not require SBOE approval, with a commitment to go before the Board at the earliest opportunity to seek a contract of greater than 3 years, not exceeding 4 years.
October 2022	The Board approved a 4-year contract for Sean Carter at a salary of $78,000 with a maximum bonus potential of $20,000 and liquidated damages of $20,000

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

BACKGROUND/DISCUSSION

Since his arrival at Idaho State University in June of 2022, Coach Carter has improved women's volleyball team performance from last place in the BSC to a 2nd place finish in 2024, a 21-10 record, and received an invitation to the National Invitational Volleyball Championships.

IMPACT

The new contract will help Idaho State to retain Coach Carter and improve the positive experience and performance of the women's volleyball program. In keeping with the appropriate level of fiscal responsibility, the salary of $90,000 will represent only the 6th highest base salary in the Big Sky, but will reward performance at a robust level to elevate him to the top 3 highest paid in high performing years. The minimum achievement for supplemental compensation is $4,000; the most likely average level based on historical performance is $14,500; and the maximum achievable supplementary compensation is $31,500

ATTACHMENTS

Attachment 1 – Proposed Clean Contract
Attachment 2 – Redline from Model
Attachment 3 – Redline from Current Contract
Attachment 4 – APR Summary
Attachment 5 – Salary and Incentive Sheet
Attachment 6 – Liquidated Damages Sheet
Attachment 7 – Max Compensation Calculation

STAFF COMMENTS AND RECOMMENDATIONS

The proposed new four-year and ten-months contract for ISU Head Women's Volleyball Coach Sean Carter is in substantial conformance with the Board's model contract, and the base salary is subject to state-mandated merit increases. The terms

are based on Coach Carter's performance and the leadership of the ISU Women's Volleyball Program.

Board staff recommends approval of the new multi-year employment contract for Coach Sean Carter. The contract offers a competitive salary in the Big Sky Conference as well as clear performance-based incentives, ensuring that compensation is aligned with performance.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a four (4) year and ten (10) months employment agreement with Sean Carter, Head Women's Volleyball Coach, commencing on February 20th, 2025 and terminating on December 28, 2029, at a base salary of $90,000 and supplemental compensation provisions, as submitted.

Moved by_____ Seconded by_____ Carried Yes ____ No ____

Idaho State University

ATHLETICS MULTI-YEAR CONTRACT
SEAN CARTER, HEAD COACH - WOMEN'S VOLLEYBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and SEAN CARTER (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its Women's Volleyball Team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

1.4. Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of four (4) years and 10 months commencing on February 21, 2025 and terminating, without further notice to Coach, on December 28, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a

claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $ 91,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach only in years when the following conditions are met: (1) the team remains above the Multi-Year APR of 950 and (2) the Team operates within the assigned fiscal year budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the Big Sky Conference Regular Season Champion, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team wins the Big Sky Conference Tournament, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach is the Big Sky Conference Coach of the Year, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $2,500. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4. Each year Coach participates fully in media programs, fundraising, stewardship activities on behalf of the department or volleyball program, and public appearances, and assigned community service opportunities, the University shall pay to Coach supplemental compensation in an amount equal to $4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5. Each year the Team achieves a Team GPA of 3.5 or greater, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $3,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year, if Coach continues to be employed as University's head Women's Volleyball coach as of the ensuing January 21st, the University shall pay to Coach supplemental compensation up to a maximum of $8,000 for the total number of wins, according to the schedule set forth in the table below. These bonus amounts are non-cumulative. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

16 wins:	$2,500.00
20 wins:	$5,000.00
22 wins:	$6,000.00
24 wins:	$7,000.00
26 wins:	$8,000.00

3.2.7. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $4,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students;

and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

Women's Volleyball Single Year APR Score:	Incentive Pay Up To:
970-979	$ 1,000
980-989	$ 2,000
990-999	$ 3,000
1000	$ 4,000

3.2.8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth volleyball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to execute the marketing, supervision, and general administration of the University's volleyball camps, according to University Policy. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's volleyball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head volleyball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

3.3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is

based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education

programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and University Marketing and Communications.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the President's Office whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the term of this contract as requested by the Director or the Director's designee. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for these Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create

a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay

compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be a penalty.

5.3 Termination by Coach for Convenience

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience prior to July 1, 2028, Coach shall pay to the University, as liquidated damages and not a penalty, the sum of $50,000. If Coach terminates this Agreement for convenience after July 1, 2028, and prior to the end of the Fall 2029 season, Coach shall pay to the University, as liquidated damages and not a penalty, the sum of $25,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Policies and Procedures.

ARTICLE 6

6.1 Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the Board, if required, and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay, or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official university email on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: Sean Carter
Current address on file with the Office of Human Resources

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University	**Coach**
Signature:_____	Signature:_____
Printed Name: Dr. Robert W. Wagner	Printed Name: Sean Carter
Idaho State University President	Head Coach, Women's Volleyball
Date:_____	Date:_____

Approved by the Idaho State Board of Education on the ____ day of _____, 20__.

[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]

Idaho State University

ATHLETICS MULTI-YEAR CONTRACT
~~[COACH NAME],~~SEAN CARTER, HEAD COACH - ~~[SPORT]~~WOMEN'S VOLLEYBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and ~~[LEGAL NAME OF COACH]~~SEAN CARTER (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its ~~[INSERT SPORT/TEAM]~~Women's Volleyball Team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

1.4. Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~[INSERT TERM OF YEARS 3 OR LESS],~~four (4) years and 10 months commencing on ~~[INSERT COMMENCEMENT DATE]~~February 21, 2025 and terminating, without further notice to Coach, on ~~[INSERT TERMINATION DATE]~~December 28, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be

in writing and signed by the parties. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $ ~~[INSERT SALARY AMOUNT IN USD]~~91,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation: The potential supplemental compensation described herein shall be available to Coach only in years when the following conditions are met: (1) ~~[INSERT CONDITIONS SUCH AS MINIMUM~~the team remains above the Multi-Year APR ~~THRESHOLD]~~of 950 and (2) the Team operates within the assigned ~~and agreed upon [TEAM/SPORT]~~fiscal year budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

3.2.1. Each year the Team is the ~~[INSERT TRIGGER EVENT: BIG SKY CHAMP, COACH OF YEAR, ETC],~~Big Sky Conference Regular Season Champion, and if Coach continues to be employed as University's Head ~~[INSERT TEAM/SPORT]~~Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to ~~[INSERT AMOUNT IN WEEKS] of Coach's Annual Salary~~

~~during~~$5,000. The University shall determine the ~~fiscal year~~ appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the ~~[TRIGGER EVENT] is achieved~~Team wins the Big Sky Conference Tournament, and if

~~**3.2.1.**~~ Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~**3.2.2** [ADD OTHER SUPPLEMENTAL COMPENSATION CLAUSES AS APPROPRIATE, SUCH AS CONFERENCE CHAMPION, COACH OF THE YEAR, SELECTION TO NCAA TOURNAMENT, ETC]~~

3.2.3. Each year Coach is the Big Sky Conference Coach of the Year, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $2,500. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4. Each year Coach participates fully in media programs, fundraising, stewardship activities on behalf of the department or volleyball program, and public appearances, and assigned community service opportunities, the University shall pay to Coach supplemental compensation in an amount equal to $4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5. Each year the Team achieves a Team GPA of 3.5 or greater, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $3,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year, if Coach continues to be employed as University's head Women's Volleyball coach as of the ensuing January 21st, the University shall pay to Coach supplemental compensation up to a maximum of $8,000 for the total number of wins, according to the schedule set forth in the table below. These bonus amounts are non-cumulative. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

16 wins:	$2,500.00
20 wins:	$5,000.00
22 wins:	$6,000.00
24 wins:	$7,000.00
26 wins:	$8,000.00

3.2.7. Each year Coach shall be eligible to receive supplemental compensation in an amount up to ~~$[INSERT USD AMOUNT]~~$4,000 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate; grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above.

~~[TEAM/SPORT]~~Women's Volleyball Single Year APR Score: ~~_____~~
~~_____~~Incentive Pay Up To:

970-979	$ ~~[USD AMOUNT]~~1,000
980-989	$ ~~[USD AMOUNT]~~2,000
990-999	$ ~~[USD AMOUNT]~~3,000
1000	$ ~~[USD AMOUNT]~~

~~3.2.~~4,000

3.2.8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth ~~[TEAM/SPORT]~~volleyball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to ~~assist in~~execute the marketing, supervision, and general administration of the University's ~~[TEAM/SPORT] Camps~~volleyball camps, according to University Policy. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's ~~[TEAM/SPORT]~~volleyball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head ~~[TEAM/SPORT]~~volleyball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

3.3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested

by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's policies and

procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and University Marketing and Communications.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the President's Office whenever reasonably requested, but in no event less than annually before the

close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the term of this contract as requested by the Director or the Director's designee. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for these Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's

assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this

adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be a penalty.

5.3 Termination by Coach for Convenience

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience prior to July 1, 2028, Coach shall pay to the University, as liquidated damages and not a penalty, the ~~following sum: [INSERT SUM].~~sum of $50,000. If Coach terminates this Agreement for convenience after July 1, 2028, and prior to the end of the Fall 2029 season, Coach shall pay to the University, as liquidated damages and not a penalty, the sum of $25,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will

incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and

opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Policies and Procedures.

ARTICLE 6

6.1 Approval. This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the Board, if required, and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay, or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or

other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official university email on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: ~~[INSERT COACH NAME AND CONTACT INFO]~~Sean Carter
Current address on file with the Office of Human Resources

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University	**Coach**
Signature:_____	Signature:_____
Printed Name: ~~[PRESIDENT NAME]~~Dr. Robert W. Wagner	Printed Name: ~~[COACH NAME]~~Sean Carter
Idaho State University President	Head Coach, Women's Volleyball ~~[SPORT/TEAM]~~
Date:_____	Date:_____

~~[FOR ANY CONTRACT GREATER THAN 3 YEARS]~~ Approved by the Idaho State Board of Education on the ____ day of _____, 20__.

[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]

Idaho State University

Idaho State University

ATHLETICS MULTI-YEAR CONTRACT
SEAN ~~JAMES~~ CARTER, HEAD COACH - WOMEN'S VOLLEYBALL

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY (University), and SEAN CARTER (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its Women's Volleyball Team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's President (President).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.4. shall cease.

1.4. Contingent on Successful Background Check. This Agreement is contingent on successful completion of a background check in accordance with University policy for new employees. Should the University, in its sole discretion, determine the results of a background check preclude Coach from employment, then the University may immediately terminate this Agreement with written notice and Coach shall not be entitled to any payment or benefits under this Agreement.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~three (3~~four (4) years and ~~eight (8)~~10 months~~,~~ commencing on ~~October 20, 2022~~February 21, 2025 and terminating, without further notice to Coach, on ~~January 20, 2026~~December 28, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $~~78~~ 91,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and President;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the President, in the President's discretion, to institute furloughs or to take such other actions consistent with Board policy as the President may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation: The potential supplemental compensation

described herein shall be available to Coach only in years when the following conditions are met: (1) the team remains above the Multi-Year APR of 950 and (2) the Team operates within the assigned ~~and agreed upon Women's Volleyball team~~fiscal year budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

~~3.2.1~~ Each year the Team is the ~~conference champion or co-champion,~~ Big Sky Conference Regular Season Champion, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing ~~January 21st~~July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000.~~00 during the fiscal year in which the championship is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

3.2.1. ~~3.2.2 Each year the Team is the post-season conference tournament champion or co-champion, and if Coach continues to be employed as University's head Women's Volleyball coach as of the ensuing January 21st, the University shall pay Coach supplemental compensation in an amount equal to $4,000.00 during the year in which the championship is achieved.~~ The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team wins the Big Sky Conference Tournament, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach is the Big Sky Conference Coach of the Year, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $2,500. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.4. Each year Coach participates fully in media programs, fundraising, stewardship activities on behalf of the department or volleyball program, and public appearances, and assigned community service opportunities, the University shall pay to Coach supplemental compensation in an amount equal to $4,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5. Each year the Team achieves a Team GPA of 3.5 or greater, and if Coach continues to be employed as University's Head Women's Volleyball Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to $3,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year, if Coach continues to be employed as University's head Women's Volleyball coach as of the ensuing January 21st, the University shall pay to Coach supplemental compensation up to a maximum of $8,000 for the total number of ~~regular season victories in~~wins, according to the ~~amount~~schedule set forth in the table below. These bonus amounts are non-cumulative. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~16 wins:~~	~~$2,500.00~~
20 wins:	$~~2~~5,000.00
22 wins:	$~~2,500~~6,000.00
24 wins:	$~~3~~7,000.00
26 wins:	$~~4~~8,000.00

3.2.~~4~~7. Each year~~,~~ Coach shall be eligible to receive supplemental compensation in an amount up to $~~34~~,000~~.00~~ based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the ~~Chief Executive Officer~~President in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate ~~set by the Board*, team;~~ grade point averages~~**~~;; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; and the conduct of Team members on the University ~~-~~ campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above ~~and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act~~.

~~*Women's Volleyball~~ Single Year ~~Team~~ APR ~~Maximum~~ Score:	Incentive Pay Up To:	
~~970-979~~	~~$ 700.00~~	$ 1,000
~~980-989~~	~~$ 800.00~~	$ 2,000
~~990-999~~	~~$ 900.00~~	$ 3,000
~~1000~~	~~$1,500.00~~	
~~**Team GPA of 3.5 or higher~~	~~$1,500.00~~	

~~3.2.5 Each year Coach is named as the Conference Coach of the Year, and if Coach continues to be employed as University's head Women's Volleyball coach as of the ensuing January 21st, the University shall pay to Coach supplemental compensation in an amount equal to $ $~~ 4,000~~.00 during the fiscal year in which the Coach is named. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.~~

3.2.~~5~~8 (SUMMER CAMP—OPERATED BY UNIVERSITY) Coach agrees that the University has the exclusive right to operate youth volleyball camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to ~~assist in~~execute the marketing, supervision, and general administration of the University's volleyball ~~Camps~~camps, according to University Policy. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's volleyball camps, the University shall pay Coach and Coach's designees according to the net proceeds generated by camps as supplemental compensation during each year of employment as head volleyball coach at the University. This amount shall be paid from camp accounts and a detailed accounting of all revenue and expenses provided to the Director.

3.3 Apparel Agreement. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the conference of which the University is a member.

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to the coach.

4.1.6. Coach shall be responsible to ensure that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the President, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and University Marketing and Communications.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the President for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the President's Office whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to the University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of the President.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to ~~a~~any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the term of this contract as requested by the Director or the Director's designee. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of the University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for these Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have

occurred during the employment of Coach at another NCAA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the University determines brings Coach into general public disrepute, contempt, scandal, or ridicule or that would, in the University's judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision.

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to

respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment

with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be a penalty.

5.3 Termination by Coach for Convenience

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. ~~If Coach terminates this Agreement for convenience, Coach shall pay $20,000 in liquidated damages to the University~~If Coach terminates this Agreement for convenience prior to July 1, 2028, Coach shall pay to the University, as liquidated damages and not a penalty, the sum of $50,000. If Coach terminates this Agreement for convenience after July 1, 2028, and prior to the end of the Fall 2029 season, Coach shall pay to the University, as liquidated damages and not a penalty, the sum of $25,000. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Policies and Procedures.

ARTICLE 6

~~**6.1**~~**6.1 Approval.** This Agreement shall not be effective until and unless executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this agreement shall be subject to the approval of the Board, if required, and the President; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which

such compensation is paid; and the Board policies and University rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.~~2~~3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.~~3~~4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.~~4~~5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.~~5~~6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.~~6~~7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.~~7~~8 Force Majeure. Any prevention, delay, or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls; enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party ~~for a period equal to any such prevention, delay or stoppage~~, so long as such party uses its best efforts to remedy such failure or delays if reasonable to do so.

6.~~8~~9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.~~9~~10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official university email on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Director of Athletics
~~Pauline Thiros~~
Idaho State University
MS 8173
Pocatello, ID 83209

with a copy to: President
~~Kevin Satterlee~~
Idaho State University
MS 8310
Pocatello, ID 83209

Coach: Sean Carter
~~Idaho State University Athletics~~
~~MS 8173~~
~~Pocatello, ID 83209~~
Current address on file with the Office of Human Resources

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.~~10~~11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.~~11~~12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.~~12~~13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.~~13~~14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.~~14~~15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective

unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.~~15~~16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University	**Coach**
Signature:_____	Signature:_____
Printed Name: ~~Kevin Satterlee~~Dr. Robert W. Wagner	Printed Name: ~~-~~Sean Carter
Idaho State University President	Head Coach ,Women's Volleyball
Date:_____	Date:_____

Approved by the Idaho State Board of Education on the ____ day of _____, 20__.

[*Note:~~-~~ Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]

IDAHO STATE UNIVERSITY
Women's Volleyball APR History

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2019-20	2020-21	2021-22	2022-23	2023-24	REPORT YEAR
Women's Volleyball	1000	978	979	1000	1000	Raw Score for single year
Percentile Rank within Sport	Not Calculated	20-30	20-30	90-100	90-100	

MULTI-YEAR APR (4-Year Rolling Average)

Women's Volleyball	988	983	989	989	TBD

Big Sky Conference Women's Volleyball Head Coach Salary and Incentives Chart
Supporting Information for ISU Head Women's Volleyball Coach (Sean Carter) Contract

INSTITUTION	BASE SALARY	INCENTIVES
Idaho State	$ 91,000.00	Regular Season Championship $5,000 BSC Tournament Championship $5,000 Media / Fundraising Bonus $4,000 16-26 Wins = $2,500 - $8,000 GPA > 3.5 = $3,000 APR > 970 = $1,000 - $4,000 BSC Coach of the Year $2,500
Eastern Washington	$ 89,382.00	$1,500 for top 3 finish or 20 wins $2,500 for BSC Regular Season Championship $2,500 for BSC Tournament Championship $1,500 for making the BSC Tournament Championship Match $2,000 for each win in the NCAA Tournament $5,000 for making the NCAA Semi Final Round $2,500 for BSC Coach of the Year Honor $5,000 for National Coach of the Year Honor $1,500 for Team GPA of 3.0+ AND Multi-year APR of 940+ May be paid $50K for camps, as a maximum, only if camps net at least $50K
Idaho	$ 90,002.00	$7,500 Media Bonus $3,640 Car Stipend $1,500 for APR 985+ $2,000 BSC Coach of the Year 1/13 of salary for BSC Regular Season Championship
Montana State	$ 74,286.00	$5,000 Media Bonus $3,500 Team GPA of 3.3 + $3,000 APR of 985 + $1,500 Department APR of 985 + $1,500 BSC Coach of the Year $1,500 National Coach of the Year $1,500 Regional Coach of the Year $2,500 BSC Regular Season Championship $5,000 BSC Tournament Championship $2,500 At Large Bid to NCAA Tournament
Montana	$ 68,065.00	Car Stipend of $4,800
Portland State	$ 102,395.00	$2,500 for advancing to the NCAA Tournament $2,500 for advancing to another postseason tournament $2,500 for APR 940+
Weber State	$ 118,305.00	$2,000 for BSC Regular Season Championship $2,000 for BSC Tournament Championship $1,000 for BSC Coach of the Year $1,000 for 950+ APR $20,000 Annual retention bonus
Northern Colorado	$ 139,050.00	$5,000 for increase of 10% in annual attendance $5,000 for increase of 15% in annual attendance $5,000 for APR of 960+ $2,500 for Team GPA of 3.2+ $5,000 for BSC Season Championship $5,000 for BSC Tournament Championship $5,000 for BSC Coach of the Year $2,500 for NCAA Tournament Win #1 $2,500 for NCAA Tournament Win #2
Northern Arizona	$ 94,050.00	$10,000 Media Bonus $2,000 - $4,000 for APR 954-1000 $1,000 - $4,000 for Team GPA 3.2-3.5+ $12,500 for winning percentage of .660+ $2,500 for BSC Season Championship $2,500 for BSC Tournament Championship $5,000 for NCAA Tournament Appearance $5,000 for each NCAA Tournament Win $2,500 for BSC Coach of the Year Honor $7,500 retention bonus annually in years exceeding .668 win % $15,000 retention bonus annually in year exceeding .722 win %
Sacramento State	$ 112,356.00	Retention Bonus of 7% of base annually $2,500 for Multi Year APR 950+ $2,500 for Team GPA of 3.2+ $2,500 for BSC Coach of the Year Honor $2,500 for BSC Season Championship $5,000 for BSC Tournament Championship $5,000 for undefeated BSC Season $5,000 for at large NCAA selection $5,000 / $10,000 / $17,500 / $27,500 / $37,500 / $47,500 for 1-6 rounds of NCAA Tournament wins non-cumulative $2,000 / $2,000 / $4,000 / $6,000 / $8,000 for wins 1-4 of NIVC wins non-cumulative

Supporting Information for ISU Head Women's Volleyball Coach (Sean Carter) Contract

INSTITUTION	LENGTH OF CONTRACT	LIQUIDATED DAMAGES CLAUSE?	TYPE OF LIQUIDATED DAMAGES CLAUSE	STRUCTURE OF LIQUIDATED DAMAGES
ISU	4 years	Yes	Flat	$50,000
EWU	5 Years	No		
UI	3 years	Yes	Sliding Scale	1/2 of salary remaining to be paid over duration of contract
MSU	1 year	No		
UM	1 year	No		
PSU	1 year	No		
WSU	5 years	Yes	Flat	$20,000
UNC	5 years	Yes	Flat	25% of Salary
NAU	5 years	Yes	Sliding Scale	$40,000 in year 1 descending each year by $10K to 0 in year 5
SAC State	2 years	No		

Coach Sean Carter Maximum Compensation Calculation: FY 2025-2029

Contract Reference:		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
3.1.1	Annual Salary	$ 90,000.00	$ 92,700.00	$ 95,481.00	$ 98,345.43	$ 101,295.79
3.2.1	Bonus: Regular Season Championship	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
3.2.2	Bonus: BSC Tournament Championship	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
3.2.3	Bonus: Coach of the Year	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00
3.2.4	Bonus: Media and Fundraising	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00
3.2.5	Bonus: GPA	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00	$ 3,000.00
3.2.6	Bonus: Wins	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00	$ 8,000.00
3.2.7	Bonus: APR	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00	$ 4,000.00
	Total Maximum Annual Compensation Under Proposed Contract:	$ 121,500.00	$ 124,200.00	$ 126,981.00	$ 129,845.43	$ 132,795.79

* Assumes a 3% CEC increase annually. May vary.

UNIVERSITY OF IDAHO

SUBJECT
Employment Contract: Head Football Coach Thomas Ford

REFERENCE
N/A

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section II.H.1.

BACKGROUND/DISCUSSION
University of Idaho seeks Regents approval of the proposed multiyear employment contract for new Head Football Coach, Thomas Ford. Coach Ford and the University have renegotiated the contract's terms. If approved, the proposed contract would run from December 19, 2024, through January 31, 2029.

Coach Ford's proposed contract is substantially similar to the contract for his predecessor, Coach Jason Eck, which the Regent's approved in 2024. Coach Eck terminated his contract for convenience at the end of 2024, which necessitated the university's decision to hire Coach Ford. The main differences between Eck's contract and the proposed contract for Ford are in these sections:

- 2.1 – Start of Term has changed to December 19, 2024. The term runs through January 31, 2029, as did Eck's.
- 3.2.2 – Supplemental compensation, payment from Media partner (Learfield) to Ford is $175,000 (vs $200,000 to Eck).
- 3.2.3 – Supplemental compensation, payment for academic achievement is $5,000 for Ford (vs $10,000 for Eck)
- 5.2.2 – table showing how much university owes if we invoke convenience clause has been adjusted to reflect term of Ford contract
- 5.3.3 - table showing how much Coach owes if he invokes convenience clause has been adjusted to reflect term of Ford contract

IMPACT
Contract Term: December 19, 2024 – January 31, 2029.

Base salary: $175,000 per year.

Media payments: $175,000 per year.

Summary of supplemental compensation/incentives:

- Courtesy car or, if unavailable, a $6,500 per year automobile allowance.
- Academic achievement and behavior of team based on Academic Progress Rate of at least 960 = $5,000.
- Team fall and spring cumulative GPA of 2.75 or higher = $10,000.

- Conference Coach of the Year (COY) = $5,000; National COY = $5,000.
- Regular season conference champions or co-champion = $5,000.
- Conference tournament champion = $5,000.
- Each NCAA FCS Playoff Invitation = $5,000.
- Each win against FBS opponent per season = $5,000
- FCS Playoff appearance
    - $2,000, first round win or bye
    - Additional $3,000, second round win
    - Additional $5,000, quarterfinals win
    - Additional $7,000, semifinals win
    - Additional $10,000, FCS Champion

Maximum Potential Annual Compensation (base salary + maximum incentive pay including media payment but not possible payment for camps): $428,500.

Liquidated damages and buyout provisions for head football coaches at other public institutions in the Big Sky Conference:

- Sacramento State – 100% of the remaining balance of the total base salary (at $242,004/year).
- Portland State – maximum 15 months guaranteed base compensation (calculated at $210,000/year).
- Northern Arizona – 50% of the $236,900/year base salary remaining through the contract.
- Montana State – the lesser of $250,000 or the remaining base salary payable under the contract (calculated at $$250,437/year).
- Montana – Pro rata the $209,100/year base salary remaining on the contract.
- Idaho State – Remaining base salary on the contract (calculated at $210,000/year).
- Eastern Washington – 1 year of $262,357/year base salary. Breach by Employee $100,000 then to $75,000 then to $50,000
- Cal Poly – 50% of the remaining balance on the contract

The liquidated damages for this contract were the result of negotiations between the University of Idaho and the Coach. The liquidated damages are similar to those that the Regents approved for Coach Ford's predecessor, Coach Eck, and are based on $175,000 in regular compensation per year. The Eck contract placed the liquidated damages in a table for clarity. The Ford contract retains the table, which has been adjusted to reflect Ford's contract term. The liquidated damages would be paid through the contract term or until Coach Ford obtains comparable employment, as follows:

December 19, 2024 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	Remaining balance owed 3.1.1(a)

ATTACHMENTS

Attachment 1 – Proposed Employment Agreement – Thomas Ford
Attachment 2 – Comparison with Model Contract
Attachment 3 – Four-Year History of Academic Progress Rate & National APR
Attachment 4 – Big Sky Conference Base Salaries & Incentive Payments

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed multi-year employment contract for University of Idaho (UI) Head Football Coach Thomas Ford is in substantial conformance with the Idaho State Board of Education's model contract. The renegotiated contract's terms, including salary, incentives, and liquidated damages, align with the Board's policies and UI's financial and programmatic goals.

Board Policy II.F.3.vi states: Automobile Exclusion and Courtesy Vehicles – With the exception of courtesy vehi8cles provided for use by local car dealerships, no employee will receive an automobile or automobile allowance as part of his or her compensation unless expressly authorized by the Board.

Board staff recommends approval of the proposed multi-year employment contract for UI Head Football Coach Thomas Ford, as it ensures a competitive compensation package, establishes clear performance goals, and is consistent with industry standards for head football coach contracts in the Big Sky Conference. The renegotiated terms reflect a reasonable balance of financial responsibility and incentives to support the long-term success of the UI's Football Program.

BOARD ACTION

I move to approve the University of Idaho's request to approve the multi-year employment contract for the Football Team Head Coach in substantial conformance with the form submitted to the Board as Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between The University of Idaho (University), and Thomas Ford (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate men's football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Director of Athletics (Athletics Director) or the Athletics Director's designee. Coach shall abide by the reasonable instructions of Athletics Director or the Athletics Director 's designee and shall confer with the Athletics Director or the Athletics Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Athletics Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to reassign Coach to duties at the University other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of approximately (4) Four years, commencing on December 19, 2024 and terminating, without further notice to Coach, on January 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal is subject to the prior approval in accordance with the policies of the Board of Regents of the University of Idaho (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) An annual salary of $175,000 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer and approved by the Board;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements, provided, however, in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director; and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation.

3.2.1 The University shall provide Coach with a courtesy car. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile. If a courtesy car is unavailable, an annual automobile allowance of Six Thousand Five hundred dollars ($6,500) per year payable in biweekly installments in accordance with normal University procedures.

3.2.2 Coach shall receive the sum of $175,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January 1 to

December 31) during the term of this Agreement in compensation for participation in media programs and public appearances payable in monthly installments. Coach shall receive a pro rated portion for any partial years. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Athletics Director. If the Teams' annual Academic Progress Rate (APR) is equal to or greater than 960 and if Coach continues to be employed as the University's Head Men's Football Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of $5,000. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.5 Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6 Team GPA. Coach shall receive supplemental compensation in an amount equal to $10,000 if the Team's fall and spring cumulative GPA is 2.75 or higher. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

3.2.7 Each year the Team is the conference champion or co-champion and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000 during the fiscal year in which the Team is conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team is invited to the NCAA FCS Playoffs, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000, during the fiscal year in which the NCAA FCS Playoffs appearance occurs. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to $5,000 for each win against an FBS opponent, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st.

3.2.10 Post Season. For each appearance in the FCS Playoffs, coach shall receive supplemental compensation based on the following schedule, all bonuses are stackable, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

First Round	Win or Bye	$2,000
Second Round	Win	$3,000
Quarterfinals	Win	$5,000
Semifinals	Win	$7,000
FCS Championship	Win	$10,000

3.2.11 Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's youth football camps, the University shall pay Coach the remaining income from the youth football camps less $500, after all claims, insurance, and expenses of such camps have been paid.

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then during such time period, Coach shall be permitted to operate youth football camps on the University's campus and using its facilities under the following terms and conditions:

a) The summer youth camp operation reflects positively on the University of Idaho and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University of Idaho personnel, equipment, or facilities without the prior written approval of the Athletics Director;

c) Assistant coaches at the University of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA, Conference, and University of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University of Idaho and Chartwells for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for use of University of Idaho facilities; such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Athletics Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Athletics Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible.

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the University of Idaho against any claims, damages, or liabilities arising out of the operation of the summer youth camp(s).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University of Idaho while engaged in camp activities. The Coach and all other University of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in

accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University of Idaho shall be released from all obligations relating thereto.

3.3 Footwear, Apparel and/or Equipment. Coach agrees that the University has the exclusive right to select footwear, apparel and/or equipment for the use of its student athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Nike to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Nike, or give a lecture at an event sponsored in whole or in part by Nike, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder his duties and obligations as Head Men's Football Coach. In order to avoid entering into an agreement with a competitor of Nike, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.4 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Athletics Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) University's Faculty-Staff Handbook; (c) University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA rules and regulations; and (f) the rules and regulations of the Men's football conference of which the University is a member.

4.1.5. Fully cooperate in the NCAA infractions process, including the investigation and adjudication of a case. Full cooperation includes, but is not limited to:

a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in developing full information to determine whether a possible violation has occurred and the details thereof;

b) Timely participation in interviews and providing complete and truthful responses;

c) Making a full and complete disclosure of relevant information, including timely production of materials or information requested, and in the format requested;

d) Disclosing and providing access to all electronic devices used in any way for business purposes;

e) Providing access to all social media, messaging and other applications that are or may be relevant to the investigation; and

f) Preserving the integrity of an investigation and abiding by all applicable confidentiality rules and instructions.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Athletics Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements that are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Athletics Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Athletics Director or the Athletics Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Athletics Director or the Athletics Director's designee.

4.6 Other Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher

education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Athletics Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to the signing of this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Athletics Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Athletics Director, Coach shall not appear in any commercial endorsements which are broadcast on radio or television that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution. For purposes of this agreement, a level one or level two violation of NCAA rules as determined by the University and/or the NCAA constitutes a major violation of NCAA rules;

d) Ten (10) working days' absence of Coach from duty without the University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the University's judgment, reflect adversely on the University or its athletic programs;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

g) The failure of Coach to fully cooperate, as defined in article 4.1.5 of this agreement, with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team;

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision; or

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension (other than administrative leave with pay and benefits), reassignment, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, reassignment, or termination, the Athletics Director or the Athletics Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in the table below, excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced to an amount such that the gross compensation paid Coach as a result of such other employment when added to the gross amount paid Coach by the University under this section 5.2.2 does not exceed the gross salary set forth in the table below (before deductions required by law). In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life

insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

December 19, 2024 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	Remaining balance owed 3.1.1(a)

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, an amount equal the total salary to be paid under the table below (before deductions required by law) for the remaining term of the contract. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

December 19, 2024 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	Remaining balance owed 3.1.1(a)

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability related benefits to which he is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or reassigns Coach, or terminates this Agreement for good or adequate cause, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment related rights provided for in Board policy, IDAPA 08.01.01.et seq., and the University (Faculty-Staff) Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Chief Executive Officer, and the Athletics Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property (excluding vehicle(s) provided through the Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Athletics Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or

subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Director of Athletics University of Idaho 875 Perimeter Drive, MS 2302 Moscow, Idaho 83844-2302
with a copy to:	Office of the President University of Idaho 875 Perimeter Drive, MS 3151 Moscow, Idaho 83844-3151
Coach:	Thomas Ford Last known address on file with University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University	**Coach**
Signature:_____	Signature:_____
Printed Name: C. Scott Green	Printed Name: Thomas Ford
Chief Executive Officer	
Date: _____	Date: _____

~~C~~

~~**(MODEL ATHLETICS MULTI-YEAR CONTRACT)**~~
~~**(template adopted by Idaho State Board of Education, _____, 2018)**~~

~~**EMPLOYMENT**~~EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between ~~_____~~(The University ~~(College~~of Idaho (University), and ~~_____~~Thomas Ford (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University ~~(College)~~ shall employ Coach as the head coach of its intercollegiate ~~(Sport)~~men's football team (Team~~) (or Director of Athletics).~~). Coach ~~(Director)~~ represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the ~~University (College)'s Athletic~~University's Director ~~(~~of Athletics (Athletics Director) or the Athletics Director's designee. Coach shall abide by the reasonable instructions of Athletics Director or the ~~Director's~~Athletics Director 's designee and shall confer with the Athletics Director or the Athletics Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the ~~University (College)'s~~University's Chief Executive Officer ~~(Chief Executive Officer).~~.

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the ~~University (College)'s~~University's athletic program as the Athletics Director may assign and as may be described elsewhere in this Agreement. The University ~~(College)~~ shall have the right, at any time, to reassign Coach to duties at the University ~~(College)~~ other than as head coach of the Team, provided that Coach's compensation and benefits shall not be affected by any such reassignment, except that the opportunity to earn supplemental compensation as provided in ~~Sections 3.2.1 through (depending on supplemental pay provisions used)~~Section 3.2 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of ~~(___)~~approximately Four (4) years, commencing on ~~_____~~December 19, 2024 and terminating, without further notice to Coach, on ~~_____~~January 31, 2029 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University ~~(College)~~ and an acceptance by Coach, both of which must be in

writing and signed by the parties. Any renewal is subject to the prior approval in accordance with the policies of the ~~Idaho State~~ Board of ~~Education~~ Regents of the University of Idaho (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University ~~(College)~~..

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University ~~(College)~~ shall provide to Coach:

a) An annual salary of ~~$_____~~$175,000 per year, payable in biweekly installments in accordance with normal University ~~(College)~~ procedures, and such salary increases as may be determined appropriate by the Athletics Director and Chief Executive Officer and approved by the Board;

b) The opportunity to receive such employee benefits as the University ~~(College)~~ provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements ~~(except that~~, provided, however, in accordance with Board Policy II.H.6.b.ii, University ~~(College)~~ and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Athletics Director~~);~~; and

c) The opportunity to receive such employee benefits as the ~~University (College)'s~~University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation.

3.2.1 ~~Each year the Team is the conference champion or co-champion and also becomes eligible for a (bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs), and if Coach continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College) shall pay to Coach supplemental compensation in an amount equal to (amount or computation) of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The University~~

~~(College)~~The University shall provide Coach with a courtesy car. Coach shall be responsible for acquiring, maintaining, registering and insuring the automobile. If a courtesy car is unavailable, an annual automobile allowance of Six Thousand Five hundred dollars ($6,500) per year payable in biweekly installments in accordance with normal University procedures.

3.2.2 Coach shall receive the sum of $175,000 from the University or the University's designated media outlet(s) or a combination thereof each year (January 1 to December 31) during the term of this Agreement in compensation for participation in media programs and public appearances payable in monthly installments. Coach shall receive a pro rated portion for any partial years. Coach's right to receive any such media payment under this Paragraph is expressly contingent on Coach's compliance with University's financial stewardship policies as set forth in University's Administrative Procedures Manual Chapter 25, as well as compliance with the requirements of paragraph 4.8 (Media Obligations) below.

3.2.3 Each year Coach shall be eligible to receive supplemental compensation based on the academic achievement and behavior of Team Members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the President in consultation with the Athletics Director. If the Teams' annual Academic Progress Rate (APR) is equal to or greater than 960 and if Coach continues to be employed as the University's Head Men's Football Coach at the time the Academic Progress Rate Institutional Report is released by the NCAA, Coach shall receive supplemental compensation of $5,000. Any such supplemental compensation paid to Coach shall be accompanied with a justification for the supplemental compensation based on the factors listed above, and such justification shall be separately reported to the Board of Regents as a document available to the public under the Idaho Public Records Act.

3.2.4 Each year Coach is named Conference Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.1.~~3.2.5 Each year Coach is named National Coach of the Year the University shall pay to Coach supplemental compensation of $5,000. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

~~3.2.2 Each year the~~

3.2.6 Team ~~is ranked in the top 25 in the (national rankings of sport's division), and if~~ GPA. Coach ~~continues to be employed as University (College)'s head (Sport) coach as of the ensuing July 1st, the University (College)~~ shall ~~pay Coach~~receive supplemental compensation in an amount equal to ~~(amount~~$10,000 if the Team's fall and spring cumulative GPA is 2.75 or ~~computation) of Coach's Annual Salary in effect on the~~

~~date of the final poll.~~higher. The University ~~(College)~~ shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation but shall utilize best efforts to provide Coach such supplemental compensation within thirty (30) days of the final, cumulative GPA being calculated by the University.

~~3.2.3 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University (College) as academically at-risk students; the conduct of Team members on the University (College) campus, at authorized University (College) activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.~~

~~3.2.4 Each year Coach shall be eligible to receive supplemental compensation in an amount up to (amount or computation) based on the overall development of the intercollegiate (men's/women's) (Sport) program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (College) students, staff, faculty, alumni and boosters; and any other factors the Chief Executive Officer wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.~~

~~3.2.5 Coach shall receive the sum of (amount or computation) from the University (College) or the University (College)'s designated media outlet(s) or a combination thereof each year during the term of this Agreement in compensation for participation in media programs and public appearances (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or post-season competition, whichever occurs later. This sum shall be paid (terms or conditions of payment).~~

3.2.7 ~~3.2.6 **(SUMMER CAMP—OPERATED BY UNIVERSITY (COLLEGE))** Coach~~ Each year the Team is the conference champion or co-champion and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000 during the fiscal year in which the Team is conference champion or co-champion. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.8 Each year the Team is invited to the NCAA FCS Playoffs, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st, the University shall pay to Coach supplemental compensation in an amount equal to $5,000, during the fiscal year in which the NCAA FCS Playoffs appearance occurs. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.9 FBS Wins. For each season, Coach shall receive supplemental compensation in an amount equal to $5,000 for each win against an FBS opponent, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st.

3.2.10 Post Season. For each appearance in the FCS Playoffs, coach shall receive supplemental compensation based on the following schedule, all bonuses are stackable, and if Coach continues to be employed as University's Head Men's Football coach as of the ensuing May 1st. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation:

First Round	Win or Bye	$2,000
Second Round	Win	$3,000
Quarterfinals	Win	$5,000
Semifinals	Win	$7,000
FCS Championship	Win	$10,000

3.2.11 Coach agrees that the University ~~(College)~~ has the exclusive right to operate youth ~~(Sport)~~football camps on its campus using University ~~(College)~~ facilities. The University ~~(College)~~ shall allow Coach the opportunity to earn supplemental compensation by assisting with the ~~University (College)'s~~University's camps in Coach's capacity as a University ~~(College)~~ employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the ~~University (College)'s (Sport)~~University's youth football camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the ~~University (College)'s summer (Sport)~~University's youth football camps, the University ~~(College)~~ shall pay Coach ~~(amount) per year as supplemental compensation during each year~~the remaining income from the youth football camps less $500, after all claims, insurance, and expenses of ~~employment as head (Sport) coach at the University (College). This amount shall be~~such camps have been paid ~~(terms of payment)~~.

~~**(SUMMER CAMP—OPERATED BY COACH)** Coach may operate a summer youth (Sport) camp at the University (College) under the following conditions:~~

Alternatively, in the event the University notifies Coach, in writing that it does not intend to operate youth football camps for a particular period of time during the term of this Agreement, then during such time period, Coach shall be permitted to operate

youth football camps on the University's campus and using its facilities under the following terms and conditions:

a) The summer youth camp operation reflects positively on the University ~~(College)~~of Idaho and the Department;

b) The summer youth camp is operated by Coach directly or through a private enterprise owned and managed by Coach. The Coach shall not use University ~~(College)~~of Idaho personnel, equipment, or facilities without the prior written approval of the Athletics Director;

c) Assistant coaches at the University ~~(College)~~of Idaho are given priority when the Coach or the private enterprise selects coaches to participate;

d) The Coach complies with all NCAA ~~(NAIA),~~ Conference, and University ~~(College)~~of Idaho rules and regulations related, directly or indirectly, to the operation of summer youth camps;

e) The Coach or the private enterprise enters into a contract with University ~~(College)~~of Idaho and ~~(campus concessionaire)~~Chartwells for all campus goods and services required by the camp.

f) The Coach or private enterprise pays for use of University ~~(College)~~of Idaho facilities ~~including the _____~~.; such rate to be set at the rate charges as if the camp were conducted by the University of Idaho.

g) Within thirty days of the last day of the summer youth camp(s), Coach shall submit to the Athletics Director a preliminary "Camp Summary Sheet" containing financial and other information related to the operation of the camp. Within ninety days of the last day of the summer youth camp(s), Coach shall submit to Athletics Director a final accounting and "Camp Summary Sheet." A copy of the "Camp Summary Sheet" is attached to this Agreement as ~~Exhibit A~~an exhibit.

h) The Coach or the private enterprise shall provide proof of liability insurance as follows: (1) liability coverage: spectator and staff--$1 million; (2) catastrophic coverage: camper and staff--$1 million maximum coverage with $100 deductible~~;~~.

i) To the extent permitted by law, the Coach or the private enterprise shall defend and indemnify the ~~State of Idaho, the~~ University ~~(College) and the Board~~of Idaho against any claims,

damages, or liabilities arising out of the operation of the summer youth camp(s~~)~~).

j) All employees of the summer youth camp(s) shall be employees of the Coach or the private enterprise and not the University ~~(College)~~of Idaho while engaged in camp activities. The Coach and all other University ~~(College)~~of Idaho employees involved in the operation of the camp(s) shall be on annual leave status or leave without pay during the days the camp is in operation. The Coach or private enterprise shall provide workers' compensation insurance in accordance with Idaho law and comply in all respects with all federal and state wage and hour laws.

In the event of termination of this Agreement, suspension, or reassignment, University ~~(College)~~of Idaho shall not be under any obligation to permit a summer youth camp to be held by the Coach after the effective date of such termination, suspension, or reassignment, and the University ~~(College)~~of Idaho shall be released from all obligations relating thereto.

3.~~2.7~~ 3 Footwear, Apparel and/or Equipment. Coach agrees that the University ~~(College)~~ has the exclusive right to select footwear, apparel and/or equipment for the use of its student~~-~~ athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University ~~(College).~~. Coach recognizes that the University ~~(College)~~ is negotiating or has entered into an agreement with ~~(Company Name)~~Nike to supply the University ~~(College)~~ with athletic footwear, apparel and/or equipment. Coach agrees that, upon the ~~University (College)'s~~University's reasonable request, Coach will consult with appropriate parties concerning ~~an (Company Name)~~ a Nike product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by ~~(Company Name),~~ Nike, or give a lecture at an event sponsored in whole or in part by ~~(Company Name),~~Nike, or make other educationally related appearances as may be reasonably requested by the University~~(College).~~. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder ~~Coach's~~his duties and obligations as ~~head (Sport) coach.~~Head Men's Football Coach. In order to avoid entering into an agreement with a competitor of ~~(Company Name),~~Nike, Coach shall submit all outside consulting agreements to the University~~(College)~~ for review and approval prior to execution. Coach shall also report such outside income to the University ~~(College)~~ in accordance with NCAA ~~(or NAIA)~~ rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including ~~(Company Name),~~Nike, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.~~3~~4 General Conditions of Compensation. All compensation provided by the University~~(College)~~ to Coach is subject to deductions and withholdings as required by

law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University ~~(College)~~ to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and ~~well-being~~wellbeing;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University ~~(College)~~ and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, and with the policies, rules and regulations of the University ~~(College),~~, the Board, the conference, and the NCAA ~~(or NAIA);~~; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Athletics Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the ~~University (College)'s~~ University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University ~~(College)~~ and Department at all times. ~~The names or titles of employees whom Coach supervises are attached as Exhibit B.~~ The applicable laws, policies, rules, and regulations include: (a) Board policies; (b) ~~University (College)'s~~ (University's Faculty-Staff~~)~~ Handbook; (c) ~~University (College)'s~~University's Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA ~~(or NAIA)~~ rules and regulations; and (f) the rules and regulations of the ~~(Sport)~~Men's football conference of which the University ~~(College)~~ is a member.

4.1.5. Fully cooperate in the NCAA infractions process, including the investigation and adjudication of a case. Full cooperation includes, but is not limited to:

a) Affirmatively reporting instances of noncompliance to the University and NCAA in a timely manner and assisting in developing full information to determine whether a possible violation has occurred and the details thereof;

b) Timely participation in interviews and providing complete and truthful responses;

c) Making a full and complete disclosure of relevant information, including timely production of materials or information requested, and in the format requested;

d) Disclosing and providing access to all electronic devices used in any way for business purposes;

e) Providing access to all social media, messaging and other applications that are or may be relevant to the investigation; and

f) Preserving the integrity of an investigation and abiding by all applicable confidentiality rules and instructions.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University ~~(College),~~, would reflect adversely upon the University ~~(College)~~ or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Athletics Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements ~~which~~that are consistent with Coach's obligations under this Agreement. Coach may not use the ~~University (College)'s~~University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Athletics Director and the Chief Executive Officer.

4.3 NCAA ~~(or NAIA)~~ Rules. In accordance with NCAA ~~(or NAIA)~~ rules, Coach shall obtain prior written approval from the ~~University (College)'s~~ University's Chief Executive Officer for all athletically related income and benefits from sources outside the University ~~(College)~~ and shall report the source and amount of all such income and benefits to the ~~University (College)'s~~ University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University ~~(College)~~ work day preceding June 30th. The report shall be in a format reasonably satisfactory to University ~~(College).~~. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University ~~(College)~~ booster club, University ~~(College)~~ alumni association, University ~~(College)~~ foundation, or

other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University ~~(College),~~ the Board, the conference, or the NCAA ~~(or NAIA).~~

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Athletics Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Athletics Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Athletics Director or the Athletics Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Athletics Director or the Athletics Director's designee.

4.6 Other ~~Coaching~~ Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Athletics Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to the signing of this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University ~~(College)~~ are the property of the University ~~(College).~~ The University ~~(College)~~ shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University ~~(College)~~ in order for the Programs to be successful and agrees to provide Coach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Athletics Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Athletics Director, Coach shall not appear in any commercial

endorsements which are broadcast on radio or television that conflict with those broadcast on the ~~University (College)'s~~University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University ~~(College)~~ may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; reassign Coach to other duties; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University ~~(College)~~ and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, reassignment, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University ~~(College);~~;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University ~~(College),~~, the Board, the conference or the NCAA ~~(NAIA),~~, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution. For purposes of this agreement, a level one or level two violation of NCAA rules as determined by the University and/or the NCAA constitutes a major violation of NCAA rules;

d) Ten (10) working days' absence of Coach from duty without the ~~University (College)'s~~University's consent;

e) Any conduct of Coach that constitutes moral turpitude or that would, in the ~~University (College)'s~~University's judgment, reflect adversely on the University ~~(College)~~ or its athletic programs;

f) The failure of Coach to represent the University ~~(College)~~ and its athletic programs positively in public and private forums;

g) The failure of Coach to fully ~~and promptly~~ cooperate, as defined in article 4.1.5 of this agreement, with the NCAA ~~(NAIA)~~ or the University ~~(College)~~ in any investigation of possible violations of any

applicable law or the policies, rules or regulations of the University ~~(College),~~ the Board, the conference, or the NCAA ~~(NAIA);~~

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~ the Board, the conference, or the NCAA ~~(NAIA),~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; ~~or~~

i) A violation of any applicable law or the policies, rules or regulations of the University ~~(College),~~ the Board, the conference, or the NCAA ~~(NAIA),~~ by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or should have known of the violation and could have prevented it by ordinary supervision~~.~~; or

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement.

5.1.2 Suspension~~,~~ (other than administrative leave with pay and benefits), reassignment, or termination for good or adequate cause shall be effectuated by the University ~~(College)~~ as follows: before the effective date of the suspension, reassignment, or termination, the Athletics Director or the Athletics Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University ~~(College)~~ shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the ~~University (College)'s~~ University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University ~~(College)~~ shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

5.1.4 If found in violation of NCAA ~~(NAIA)~~ regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA ~~(NAIA)~~ enforcement procedures. This Section applies to violations occurring at the University ~~(College)~~ or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University ~~(College).~~

5.2.1 At any time after commencement of this Agreement, University ~~(College),~~ for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University ~~(College)~~ terminates this Agreement for its own convenience, University ~~(College)~~ shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in ~~Section 3.1.1(a),~~the table below, excluding all deductions required by law, on the regular paydays of University ~~(College)~~ until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced ~~by the~~to an amount ~~of~~ such that the gross compensation paid Coach as a result of such other employment~~, such adjusted compensation to be calculated for each~~ when added to the gross amount paid Coach by the University ~~pay-period by reducing~~under this section 5.2.2 does not exceed the gross salary set forth in ~~Section 3.1.1(a)~~the table below (before deductions required by law~~) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law.~~). In addition, Coach will be entitled to continue with the University ~~(College)~~ health insurance plan and group life insurance as if Coach remained a University ~~(College)~~ employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach further agrees to repay to University all compensation received from the University ~~(College)~~ after the date other employment is obtained.

December 19, 2024 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	Remaining balance owed 3.1.1(a)

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation

relating to employment with University ~~(College),~~ which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University ~~(College)~~ and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach because of such termination by University ~~(College).~~ The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1 Coach recognizes that Coach's promise to work for University ~~(College)~~ for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University ~~(College)~~ is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University ~~(College)~~ before the end of the Agreement term.

5.3.2 Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University ~~(College).~~ Termination shall be effective ten (10) days after notice is given to the University ~~(College).~~

5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University ~~(College)~~ shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University ~~(College),~~ as liquidated damages and not a penalty, an amount equal the ~~following sum: _____.~~ total salary to be paid under the table below (before deductions required by law) for the remaining term of the contract. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate eight (8) percent per annum until paid.

December 19, 2024 – January 31, 2026	February 1, 2026 – January 31, 2027	February 1, 2027 – January 31, 2028	February 1, 2028 – January 31, 2029
$525,000	$350,000	$250,000	Remaining balance owed 3.1.1(a)

5.3.4 The parties have both been represented by legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University ~~(College)~~ will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University ~~(College)~~ shall constitute adequate and reasonable

compensation to University ~~(College)~~ for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University ~~(College).~~.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

5.4.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2 If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University ~~(College)~~ and due to Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the ~~University (College)'s~~University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability related benefits to which ~~Coach~~he is entitled by virtue of employment with the University ~~(College).~~.

5.5 Interference by Coach. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the ~~University (College)'s~~University's student athletes or otherwise obstruct the ~~University (College)'s~~University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University ~~(College)~~ shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or reassignment of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving ~~a multi-year contract and~~ the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University ~~(College)~~ employees, if the

University ~~(College)~~ suspends or reassigns Coach, or terminates this Agreement for good or adequate cause ~~or for convenience~~, Coach shall have all the rights provided for in this Agreement but hereby releases the University ~~(College)~~ from compliance with the notice, appeal, and similar employment~~-~~ related rights provided for in Board policy, IDAPA 08.01.01~~-~~.et seq., ~~-~~and the University ~~(College)~~ (Faculty-Staff) Handbook.

ARTICLE 6

6.1 Board Approval This Agreement shall not be effective unless approved by the Board and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the ~~Board, the~~ Chief Executive Officer, and the Athletics Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and ~~University (College)'s~~University's rules regarding financial exigency.

6.2 University ~~(College)~~ Property. All personal property (excluding vehicle(s) provided through the ~~_____~~Vandal Wheels program), material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University ~~(College)~~ or developed by Coach on behalf of the University ~~(College)~~ or at the ~~University (College)'s~~ University's direction or for the ~~University (College)'s~~University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University ~~(College)~~. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Athletics Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University ~~(College)~~.

6.8 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University ~~(College)~~.

6.10 Notices. Any notice under this Agreement shall be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University ~~(College)~~:
Director of Athletics
University of Idaho
875 Perimeter Drive, MS 2302
Moscow, Idaho 83844-2302

with a copy to:
~~Chief Executive Officer~~Office of the President
University of Idaho
875 Perimeter Drive, MS 3151
Moscow, Idaho 83844-3151

Coach:
Thomas Ford
Last known address on file with
~~University (College)'s~~University's Human Resource Services

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the ~~University (College)'s~~University's prior written consent in each case, use any name, trade name, trademark, or other designation of the University (~~College) (~~including contraction, abbreviation or simulation), except in the course and scope of official University ~~(College)~~ duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University ~~(College)~~	**Coach**
Signature:_____	Signature:_____
Printed Name~~:_____~~: C. Scott Green	Printed Name~~:_____~~: Thomas Ford
Chief Executive Officer	
Date~~:_____~~: _____	~~Date:_____~~Date: _____

~~Approved by the Idaho State Board of Education on the ____ day of _____, 20__.~~

~~[*Note: Multiyear employment agreements requiring Board approval are defined Board Policy II.H.]~~

Four-Year History of University's Academic Progress Rate (APR)
& National Average APR Scores for Football

Four-Year History of University's APR

Year	APR for Year	Four-Year History APR
2019-2020	956	954
2020-2021	973	957
2021-2022	945	952
2022-2023	960	958

National Average APR = 957

Base Salary and Incentives for Big Sky Conference Head Football Coaches

School	Base Salary	Supplemental	Total Compensation
Idaho	$ 175,000	$ 248,500	$ 423,500
Eastern Washington	$ 262,357	$ 108,000	$ 370,465
Idaho State	$ 210,000	$ 95,500	$ 305,500
Cal Poly	$ 350,004	$ 274,000	$ 624,004
Montana State	$ 250,437	$ 370,500	$ 620,937
Sacramento State	$ 242,004	$ 222,000	$ 602,004
Northern Colorado	$ 203,116	$ 75,000	$ 278,116
UC-Davis	$ 277,500	$ 15,000	$ 292,500
Montana	$ 209,100	$ 346,500	$ 555,600
Portland State	$ 210,000	0	$ 210,000
Northern Arizona	$ 236,900	$ 91,000	$ 327,900
Weber State	$ 225,000	$ 175,000	$ 400,000

As of April 30, 2024 – Source Win AD: Salaries and contracts as shown in Win AD.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates.
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
August 2021	Board approved SDE revised emergency provisional certificate process
October 2022	Board approved 76 provisional certificates for the 2022-2023 school year.
December 2022	Board approved 87 provisional certificates for the 2022-2023 school year.
February 2023	Board approved 31 provisional certificates for the 2022-2023 school year.
April 2023	Board approved 14 provisional certificates for the 2022-2023 school year.
June 2023	Board approved four (4) certificates for the 2022-2023 school year.
October 2023	Board approved 16 provisional certificates for the 2023-2024 school year. Board approved procedures for processing emergency provisional certificates.
December 2023	Board approved 117 provisional certificates for the 2023-2024 school year.
February 2024	Board approved 26 provisional certificates for the 2023-2024 school year.
April 2024	Board approved 10 provisional certificates for the 2023-2024 school year.
June 2024	Board approved three (3) provisional certificates for the 2023-2024 school year.
August 2024	No applications were received.
October 2024	Board approved 11 provisional certificates for the 2024-2025 school year.
December 2024	Board approved 28 provisional certificates for the 2024-2025 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND

Section 33-1201, Idaho Code, requires that every person who is employed to serve in any elementary or secondary school in as a teacher, supervisor, administrator, education specialist, school nurse or school librarian to hold a certificate issued

under authority of the state board of education, valid for the service being rendered. Section 33-1203, Idaho Code allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two years of college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

DISCUSSION

The Department of Education received 12 complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by December 31, 2024.

The Certification Department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), has completed at least two years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The Idaho Department of Education is requesting authorization to issue provisional certificates as presented below.

Council School District #013

1. **Applicant Name:** Tyler Power
   Certificate: Provisional
   Endorsement(s): Social Studies (6-12); History (6-12)
   College Training: AA
   Declared Emergency Date: 8/6/2024
   Hire/Assignment Date: 9/1/2024
   Summary of Recruitment Efforts: The school placed ads on ISBA Jobs, district website, and The Record-Reporter newspaper. No certified applicants applied; only three non-certified applicants were interviewed.

2. **Applicant Name:** Robyn Warner
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 120 credits
   Declared Emergency Date: 8/13/2024
   Hire/Assignment Date: 9/6/2024
   Summary of Recruitment Efforts: Second provisional application. The school placed ads on ISBA Jobs, district website, and The Record-Reporter newspaper. No applicants applied.

Idaho Falls School District #091

3. **Applicant Name:** Melissa Collins
   Certificate: Provisional
   Endorsement(s): English as a Second Language (K-12); World Language - Spanish (K-12)
   College Training: BA
   Declared Emergency Date: 10/9/2024
   Hire/Assignment Date: 9/13/2024
   Summary of Recruitment Efforts: The school assigned a staff member to cover ESL as well as Spanish with insufficient requests to/need to fill for both positions. The staff member requested and was granted a year of absence. The school worked quickly to fill the position, but the hired individual soon resigned. The school began the search to fill the position and found eight candidates. They interviewed two candidates. Ms. Collins holds a BA in English and a minor in Spanish.

4. **Applicant Name:** Meagan Denson
   Certificate: Provisional
   Endorsement(s): English (6-12)
   College Training: 61 credits
   Declared Emergency Date: 10/9/2024
   Hire/Assignment Date: 8/22/2024
   Summary of Recruitment Efforts: Second provisional application. Ms. Denson enrolled into ABCTE, but did not meet the required content qualifier to be eligible for Alternative Authorization. She has attempted the ABCTE assessments and has not passed.

5. **Applicant Name:** Melissa Diaz
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 93 credits
   Declared Emergency Date: 11/13/2024
   Hire/Assignment Date: 4/20/2022
   Summary of Recruitment Efforts: Third provisional application. Ms.Diaz will be eligible to student teach in the next school year. She is currently enrolled in a certification program. The school is praising her success as an emergency hire and the rapport she has built with her students.

Cassia County School District #151

6. **Applicant Name:** Karen Thomander
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: 89 credits
   Declared Emergency Date: 12/17/2024
   Hire/Assignment Date: 8/1/2023
   Summary of Recruitment Efforts: Second provisional application. Ms. Thomander is currently enrolled in a certification program but has not engaged in

student teaching during the 24-25 school year, which is needed to be eligible for an Alternative Authorization. Ms. Thomander was employed in the previous school year, and very few applicants showed interest in a part-time position.

Jerome Joint School District #261

7. **Applicant Name:** Adam Butler
   Endorsement(s): English (6-12)
   College Training: AA (currently enrolled in certification program)
   Declared Emergency Date: 11/19/2024
   Hire/Assignment Date: 8/12/2023
   Summary of Recruitment Efforts: Second provisional application. Mr. Butler had difficulty enrolling in a certification program but he is currently enrolled at ISU, slated to student teach in Fall of 2025. The school advertised for two positions. Administrators say Adam is has potential and they will and support him while he continues in his certification program.

8. **Applicant Name:** Rebekah Rodriguez
   Certificate: Provisional
   Endorsement(s): English (6-12)
   College Training: 97 credits
   Declared Emergency Date: 11/19/2024
   Hire/Assignment Date: 8/12/2024
   Summary of Recruitment Efforts: This position was opened in April of 2024 and only received two applicants, neither holding certificates. Both applicants declined offers for the position. The school applied for a Content Specialist however, Ms. Rodriguez is currently enrolled in a SpEd program and the school has hired her to teach English.

Lakeland Joint School District #272

9. **Applicant Name:** Michael Keepe
   Certificate: Provisional
   Endorsement(s): Music (K-12)
   College Training: Doctorate
   Declared Emergency Date: 12/9/2024
   Hire/Assignment Date: 12/9/2024
   Summary of Recruitment Efforts: The school hired the candidate late in the year after letting the previous teacher out of their contract in October. Mr. Keepe held a certificate in Arizona, but too much has passed to reinstate. He was recommended after the position was advertised. At the end of the school year and and if administrators and Mr. Keepe mutually agree, Mr. Keepe will consider enrolling in a new program to gain certification in Idaho, as he can longer reinstate in Arizona.

The Academy Public Charter School #460

10. **Applicant Name:** Chelsea Romney
    Certificate: Provisional
    Endorsement(s): All Subjects K-8
    College Training: BA

Declared Emergency Date: 11/24/2024
Hire/Assignment Date: 8/2024
Summary of Recruitment Efforts: The school advertised on SchoolSpring and the school's website. Ms. Romney was the only applicant. She is currently enrolled with ABCTE, but did not meet the qualifier to be approved for the Alternative Authorization.

Idaho Science and Technology Charter #468

11. **Applicant Name:** Malorie Anthony
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 57 credits
Declared Emergency Date: 9/19/2024
Hire/Assignment Date: 8/2024
Summary of Recruitment Efforts: Beginning in March 2024, the school advertised teaching openings on Indeed. the school website, Facebook, ISU and BYU-I. Administrators reached out to retired teachers and hired one first grade teacher. There were six openings at the school and while 10 people applied, only three accepted invitations to interview. Ms. Anthony, the preferred candidate, is pursuing a teaching degree.

Alturas Preparatory Academy #560

12. **Applicant Name:** Malorie Anthony **NOTE** that this is the same name as above
Certificate: Provisional
Endorsement(s): All Subjects K-8
College Training: 90 credits
Declared Emergency Date: 11/19/2024
Hire/Assignment Date: 12/2/2024
Summary of Recruitment Efforts: The position was posted on the school's website for three weeks. Only one application was received, but the candidate is currently out of the country and is not available this school year.

IMPACT

If the Board approves the request, the Idaho Department of Education will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the LEA while an emergency provisional certificate is in effect.

If the Board does not approve the request, the Idaho Department of Education will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff verified that each candidate has completed at least two years of college training and that the school district declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2024-2025 school year. Candidates that have already completed a Baccalaureate degree or higher are not eligible to apply through

another pathway.

Staff recommends that the Board authorize the Idaho Department of Education to issue one-year provisional certificates for candidates 1-12 as presented above.

BOARD ACTION

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidates 1-12 as presented above, effective for the 2024-2025 school year only, and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Appointment to the Professional Standards Commission

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the Department of Education (Department) and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services.

Deputy Superintendent Ryan Cantrell, the Department's PSC representative, resigned from the Department in October 2024, resulting in a PSC vacancy. Wendy Moore, the Department's Deputy Superintendent – Northern Idaho, has been selected to fill the Department's PSC position vacated by Ryan Cantrell. Moore's term of service is effective December 6, 2024, through June 30, 2027.

IMPACT

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, student achievement, and improved professional practice.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed appointment of Wendy Moore to the Professional Standards Commission as presented.

BOARD ACTION

I move to appoint Wendy Moore, Idaho Department of Education's Deputy Superintendent of Northern Idaho, to the Professional Standards Commission for a three-year term, replacing Deputy Superintendent Ryan Cantrell, beginning December 6, 2024, and ending June 30, 2027.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2024-2025 Member Roster

Angela Gillman, Chair
Classroom Teacher
Idaho Falls School District #091
Term 7/1/24 – 6/30/27

Vanessa Anthony-Stevens, Public Teacher Education
University of Idaho
Term 7/1/22 – 6/30/25

Stephanie Brodwater, Classroom Teacher
Post Falls School District #273
Term (Partial) 10/19/22 – 6/30/25

Kristi Enger, Educator Certification Director
Idaho Career Technical Education
Term 7/1/24 – 6/30/27

Erika Estes, Classroom Teacher
Weiser School District #431
Term 7/1/21 – 6/30/24

Melissa Green, Private Teacher Education
Brigham Young University
Term 7/1/24- 6/30/27

Lance Harrison, School Superintendent
Preston Joint District #201
Term 7/1/23 – 6/30/26

Stacey Jensen, Classroom Teacher
Pocatello School District #025
Term 7/1/22 – 6/30/25

Katie Mathias, Public Teacher Education
Boise State University
Term 7/1/23 – 6/30/26

Ramona Lee, Vice Chair
Special Education Administrator
West Ada School District #002
Term 7/1/23 – 6/30/26

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/22 – 6/30/25

Wendy Moore, Deputy Superintendent
Department of Education
Term 12/6/24– 6/30/27

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/22 – 6/30/25

Marci Nuxoll, Exceptional Child Teacher
Mountain View School District
Term (Partial) 8/23/23 – 6/30/25

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/24 – 6/30/27

MeLissa Rose, Pupil Service Staff
Lakeland School District #272
Term 7/1/22 – 6/30/25

Jonelle Warnock, Classroom Teacher
Boise School District #001
Term 7/1/23 – 6/30/26

Alejandro Zamora, Elementary Principal
Wilder School District #133
Term 7/1/24 – 6/30/27

BOISE STATE UNIVERSITY

SUBJECT

Online Bachelor of Arts in Social Work - Online Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer their Online Bachelor of Arts in Social Work (BSW) program utilizing the Online Program Fee model. This degree program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Boise State University sent a Notification Letter on December 12, 2024, to notify the Office of the Idaho State Board of Education (as per Board Policy Section III.G.3.c.) of their intent to offer a fully online version of their existing Bachelor of Arts in Social Work program, which is housed in the College of Health Sciences within the School of Social Work. The fully online BSW program will be effective starting in fall 2025.

The online BSW program will offer flexibility, allowing students to pursue their education while managing life's demands. It provides a more accessible option for aspiring social service and health care professionals, and community leaders seeking to obtain a BSW degree.

The online BSW degree promotes rigorous learning, fostering an understanding of global human conditions. With a curriculum designed to address local, regional, and national social work education and workforce needs, the program prepares graduates to excel in a variety of settings. Through engaging online experiences, students develop the skills and knowledge necessary for diverse career paths, including roles in social services, healthcare, criminal justice, substance abuse treatment, education, and beyond.

IMPACT

Graduates of this program will be able to practice in the field of social work or a related field. The overarching goal of the curriculum is to prepare students for generalist social work practice with individuals, families, households, groups, and communities. The curriculum integrates scholarship and pedagogy with experiential learning in the classroom and the field practicum for a holistic socialization of students to the values, knowledge, and skills of ethical, professional social work practice.

The online bachelor's in social work is intended to fulfill a critical employment need in Idaho and nationally. Similar to national workforce trends, the state of Idaho is experiencing an increasing demand for social workers due to various social issues, including mental health, substance abuse, and child welfare. The program will contribute to the development of a skilled workforce that can help address these critical social issues across the state, as well as help increase access to higher education and increase community capacity, especially in rural Idaho communities.

The program's overall size will be scaled to demand, with new instructional costs at the 31-student threshold for most courses. The practicums, seminars and the capstone course are capped at 18 students per section. The program projects to have 175 students enrolled in the online BSW by FY29 with 50 annual graduates, and approximately $1.97 million in revenues to support the program.

The program will utilize existing personnel and courses from the School of Social Work. All online courses are being developed by these faculty to ensure consistency with best practices for course delivery standards. Additional course sections will be needed as the program scales in size. Expected new faculty and personnel for instruction and support ranges from 3 FTE in FY26 to 10 FTE in FY29. These include: two Field/Practicum Coordinator positions and a Clinical Faculty member. Professor Stefanie Gilbert will teach classes and serve as the program coordinator for the online BSW program. Nicole Lang will expand her current role to help coordinate the practicum placements for this program. The costs associated with these new personnel are listed in the budget.

Approximately 0.50 FTE Program Coordinator salary and fringe will be funded for two years (FY26-FY27) by the Boise State Online Innovation Fund. This fund is funded by online fee revenue and acts as seed funding for online academic programs, online course development stipends to faculty, open educational resource grants and eventually innovation grants. The School of Social Work will provide a one-time investment of $100,000 in FY26. The total institutional funds committed to the program are $220,666 (FY26) and $74,677 (FY27). When startup funding is exhausted, it is anticipated that online program student fee revenue will cover the costs.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of $445 per credit hour for the proposed online degree is a competitive rate for baccalaureate in Social Work programs, which aligns with comparable social work degrees. For students who need 44 credits to earn the degree, the cost of the program would be $19,580 (44 credits at $445 per credit) plus a $50 fee for each practicum course ($100 total for both courses).

ATTACHMENTS

Attachment 1 – Bachelor of Arts in Social Work Short proposal budget form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the addition of online options to existing academic programs. Boise State University has met the policy requirement to notify the Board office of their intent to offer an online option of the BSW program. The request before the Board is to solely approve the online program fee for this existing online offering.

Boise State's request to assess an online program fee of $445 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $445 per credit for the online Bachelor of Arts in Social Work, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1 – Short proposal budget form

Estimated Fiscal Impact	FY 2026		FY 2027		FY 2028		FY 2029	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Rec	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$220,666	$0	$74,677	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$0	$0	$0	$0	$0	$0	$0	$0
5. Student Fees	$0	$133,867	$0	$701,368	$0	$1,584,846	$0	$1,972,568
6. Other (i.e., Gifts)	$0	$0	$0	$0	$0	$0	$0	$0
Total Revenue	$0	$354,533	$0	$776,045	$0	$1,584,846	$0	$1,972,568

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		$357,155		$421,188		$700,998		$888,171
2. Operating	$0	$5,000	$0	$5,000	$0	$5,000	$0	$5,000
3. Equipment	$0	$15,000	$0	$0	$0	$0	$0	$0
4. Facilities	$0	$0	$0	$0	$0	$0	$0	$0
5. Boise State University Support	$0	$66,934	$0	$350,684	$0	$792,423	$0	$986,284
Total Expenditures	$0	$444,089	$0	$776,872	$0	$1,498,421	$0	$1,879,455
Net Income (Deficit)	$0	-$89,556	$0	-$827	$0	$86,425	$0	$93,113

Notes	
A.2	The School of Social Work will provide a one-time investment of $100,000 in FY26. The total institutional funds committed to the program is $220,666 (FY26) and $74,677 (FY27).
A.5	Student fees calculated as $445 online program fee per credit times credits generated per fiscal year. We expect to generate 301 SCH (about 10 student FTE) in FY26, 1576 SCH (52.5 student FTE) in FY27, 3561 SCH (147.8 student FTE) in FY29 and 4433 SCH (174.5 student FTE) in FY29.
B.1	Faculty FTE: Calculated using (Credit hour load)/30; Program Coordinator and Fieldwork/Practicum Coordinators have teaching and admin responsibilities. Adjunct FTE: Calculated using (Credit hour load)/24; calculated at $1,316 cost per credit hour; FY26 6 credits of instruction, FY27 32 credits, FY28 54 credits, and FY29 135 credits. Administration: Program Coordinator (.5 -.7 FTE), Fieldwork/Practicum Coordinators 2 new hires - 1 FY26 and 1 FY28 0.5 FTE admin, Ast. Director of Field Ed (.25-.3 FTE in FY26). Support: Academic Program Coordinator (.5 FTE FY26, 1 FTE FY27-FY29). Benefits calculated at staff fringe rate of $13,000+(annual wage*20.52%) professional staff and $13,000+(annual wage*21.64%) classified staff.
B.2	Office supplies and materials
B.3	Computer hardware and software (one-time)

BOISE STATE UNIVERSITY

SUBJECT

Undergraduate Certificate in Professional Development in Vulnerable Populations - Self-Support Program Fee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Boise State University proposes to offer an undergraduate certificate in Professional Development in Vulnerable Populations in the Self-Support Academic Program Fees model. The rationale for using the self-support model is because the certificate is embedded into the existing online Registered Nurse to Bachelor of Science (RN BS) degree completion program, which currently uses the self-support model and has successfully utilized this model for over fifteen years.

This proposed certificate will operate under the guidelines of Board Policy V.R. as it pertains to self-support programs. The proposed program will explore trends and issues impacting a variety of vulnerable populations to enable those who complete this certificate to better understand and engage with these populations in their professional work environments. Currently, RN BS degree completion program offers five vulnerable populations special topics: Child Maltreatment, Health Literacy, Healthy Aging, Palliative Care, and Substance Use. These courses have been extremely well received by nursing students, whose course evaluation comments have been overwhelmingly favorable, indicating that the courses provided them the opportunity to increase their knowledge and develop skills that they can use to enrich their nursing practice. Additional vulnerable populations special topics that are being developed include: obstetrics, pediatrics, forensics, veterans, human trafficking, rural health, Americans with disabilities, and psychiatric/mental health, based upon student feedback and recommendation. These vulnerable populations are commonly addressed superficially among interdisciplinary curricula, and this certificate's flexible curricula will provide students the opportunity for an in-depth exploration of specific vulnerable populations of personal interest. Based upon the favorable student feedback and the relevance for all professions, RN BS faculty generated the idea to offer this innovative certificate.

This program will provide students with three flexible options for obtaining this certificate: Option 1 is built into the existing RN BS nursing curricula, and students can choose to earn the certificate upon completion of the required courses. This certificate will provide a value-added benefit (additional credential) for RN BS students, which can also help attract potential new students. Additionally, this certificate is also available and of interest to other healthcare majors (Option 2)

and non-healthcare majors (Option 3) who wish to explore the topic of vulnerable populations, and use that knowledge to enrich the practice of their profession. The topic of vulnerable populations is highly relevant for students in many professions, and additional exploration of these topics serves to arm students for professional workplace success.

The topical outline for each of the special topics courses will explore the following areas, specific to an identified vulnerable population: professional roles, legal and ethical issues, communication strategies, and the interprofessional team.

IMPACT

Graduates of this program will be able to improve and enhance the impact of their professional work with selected vulnerable populations. This credential will provide specialized knowledge and can serve to promote career advancement.

The program's overall size will be: 1) Inclusive of current RN BS students who are interested in earning the certificate; and 2) Expand to address non-nursing student enrollment in the certificate, as needed. The implementation plan includes offering four vulnerable populations special topics courses each semester (Spring, Summer and Fall), and a topic rotation schedule will be developed to use for student planning. Course enrollment will be limited to 30 students per section. Two credits of vulnerable populations special topics are a requirement in the current RN BS curriculum plan, allowing the program to continue offering these special topic courses as accomplished in the past, with the option to add additional sections, as needed.

The RN BS program has a sufficient number of highly experienced, skilled and engaged online adjunct faculty. No additional instructional costs are anticipated unless there is a need to add additional sections due to high demand by non-nursing students. Current capacity in sections offered is sufficient to accommodate up to 10 additional students. Boise State anticipates new net tuition revenue of $13,125 - $26,250 per year depending on the enrollment size of non-nursing students in this certificate program.

The student fee will be in accordance with the Self-Support Academic Program Fees as defined in the Board Policy V.R., 3.b. iv. The price-point of $375 per credit self-support fee for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs. For students who need 7 credits to earn the certificate, the tuition cost of the program would be $2,625 (7 credits at $375 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Professional Development in Vulnerable Populations Short proposal budget form

STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer a new undergraduate certificate in Professional Development in Vulnerable Populations. The request before the Board is to approve the self-support program fee for this existing certificate.

Boise State's request to assess a self-support program fee of $375 per credit aligns with criteria as defined in Board Policy V.R. to include that the self-support program fee is in lieu of tuition and all other Board-approved fees.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge a self-support fee of $375 per credit for the Undergraduate Certificate in Professional Development in Vulnerable Populations, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1 – Short proposal budget template

Estimated Fiscal Impact	FY 26		FY 27		FY 28		FY 29	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$13,125.00		$13,125.00		$26,250.00		$26,250.00
6. Other (i.e., Gifts)								
Total Revenue	$0	$13,125	$0	$13,125	$0	$26,250	$0	$26,250

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel						$5,400		$5,400
2. Operating								
3. Equipment								
4. Facilities								
Total Expenditures	$0	$0	$0	$0	$0	$5,400	$0	$5,400
Net Income (Deficit)	$0	$13,125	$0	$13,125	$0	$20,850	$0	$20,850

NOTES

A.Revenue. 5. Student Fees are calculated as 5 additional students taking this certificate at $375 online program fee per SCH for 7 credits in FY26 and FY 27. For FY 28 and FY 29, new tuition revenue is calculated as 10 additional students taking this certificate at $375 online program fee per SCH for 7 credits.

B. Expenditures 1. Personnel is calculated as $1,350 per one section of four different topic areas, i.e. 4*$1,350 = $5,400 after additional enrollment reaches 10 or more students. Current capacity in sections offered is sufficient to accommodate up to 10 new students in this certificate program.

IDAHO INDIAN EDUCATION COMMITTEE

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

April 2021	The Board approved the reappointments for Mr. Bob Sobotta Jr, Dr. Rex Force, Ms. Jessica James, Dr. Chris Meyer, and Mr. Jesse LaSarte.
June 2021	The Board approved the reappointment of Ms. Tina Strong.
October 2021	The Board approved the appointment of Dr. Eric Scott.
February 2022	The Board approved the appointment of Dr. Jean McGivney-Burelle, Dr. Kassie Silvas, and Ms. Desi Moses.
April 2022	The Board approved the reappointments for Ms. Effie Hernandez, Dr. Yolanda Bisbee, and Mr. Ladd Edmo.
October 2022	The Board approved the appointments for Mr. Jesse LaSarte, Ms. Jennifer Porter, and Dr. Tim Thornes.
February 2023	The Board approved the appointment of Ms. Gail Ballard.
April 2023	The Board approved the appointment of Dr. David Aiken and Ms. Jessica Matsaw, new at-large members, Dr. Dean Fisher, and reappointments of Ms. Joyce McFarland and Ms. Shirley Allman.
August 2023	The Board approved the appointments of Mr. Gaylen Edmo, Mr. Allen Mayo, and Mr. Alex Harris.
December 2023	The Board approved the appointments of Mr. Justin Marsh, Councilwoman Yvonne Powers, and Ms. Lynn Manning John

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes. Pursuant to Board Policy I.P., the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of

five years and may be reappointed at the end of each term. Terms run from July 1 of the appointing year to June 30 of the year they expire. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term.

The membership consists of:

- One representative from each of the eight public postsecondary institutions
    - Nominations are submitted from the institution president
- One representative from each of the five tribal chairs or their designee
- One representative from each of the five tribal education departments
- One representative from each of the two Bureau of Indian Education schools
    - Representatives must be a school board member, administrator, or designee
- One representative from the State Board of Education

All members are voting members.

Members serve five-year terms and may be reappointed at the end of each term. Terms run from July 1 of the appointing year to June 30 of the year they expire.

IMPACT

The proposed appointments replace representatives for the College of Western Idaho (CWI), the College of Eastern Idaho (CEI), Boise State University (BSU), Idaho State University (ISU), Forth Hall Business Council, and Fort Hall Bureau of Indian Education on the Committee.

ATTACHMENTS

Attachment 1 – Idaho Indian Education Committee Membership with terms
Attachment 2 – Shoshone-Bannock Tribal Executive Committee Resolution Ms. Nancy Eschief Murillo
Attachment 3 – Idaho State University, Letter of Recommendation for Ms. Effie Hernandez
Attachment 4 – College of Eastern Idaho, Letter of Recommendation for Ryan Faulkner
Attachment 5 – Boise State University, Letter of Recommendation for Dr. Lisa Phillips
Attachment 6 – Shoshone-Bannock Jr/Sr High School, Letter of Recommendation Pam Eschief
Attachment 7 – College of Western Idaho, Letter of Recommendation for Justin Vance
Attachment 8 – Idaho Indian Education December 6, 2024, Quarterly Meeting Minutes

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Ms. Nancy Eschief Murillo is a For Hall Business Council Member and will replace Mr. Gaylen Edmo as the Tribal Chairperson Representative on the Committee. If

approved, the term for Ms. Murillo will be effective December 6, 2024, through June 20, 2026. The Tribal Resolution and letter of nomination is provided in Attachment 2.

Ms. Effie Hernandez, Native American Student Services Coordinator, has been recommended to serve as Idaho State University representative on the Committee. Ms. Hernandez will replace Dr. Jean McGiveny-Burelle until Idaho State University appoints a Director of Tribal Relations. A letter of nomination is provided in Attachment 3.

Mr. Ryan Faulkner, Dean of Online Learning at the College of Eastern Idaho, has been recommended to serve as College of Eastern Idaho representative on the Committee. If approved, Mr. Faulkner would serve through June 30, 2029. A letter of nomination is provided in Attachment 4.

Dr. Lisa Phillips, Vice Provost for Community and Belonging and Tribal Liaison for Boise State University, has been recommended to serve as Boise State University representative on the Committee. If approved, Dr. Phillips would serve through June 30, 2029. A letter of nomination is provided in Attachment 5.

Ms. Pam Eschief, Superintendent Shoshone-Bannock School District #537, has been recommended to serve as Shoshone-Bannock School District #537 representative on the Committee. If approved, Ms. Eschief would serve through June 30, 2029. A letter of nomination is provided in Attachment 6.

Mr. Justin Vance, Dean of the School of Arts and Humanities, has been recommended to serve as the College of Western Idaho (CWI) representative on the Committee. If approved, Mr. Vance would serve through June 30, 2029. A letter of nomination is provided in Attachment 7.

These nominations were shared with the Idaho Indian Education Committee on December 6, 2024, and the committee recommends approval of the appointments as presented.

Board staff recommends approval.

BOARD ACTION

I move to appoint Ms. Nancy Eschief Murillo, of the Fort Hall Business Council to the Idaho Indian Education Committee, replacing Jessica James of the Shoshone - Bannock Tribes, for a term beginning December 6, 2024, and ending June 30, 2029, representing tribal chairs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Ms. Effie Hernandez of the Idaho State University to the Idaho Indian Education Committee, replacing Dr. Jean McGivney-Burelle, for a term beginning December 6, 2024, and ending June 30, 2029, representing public postsecondary institutions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Mr. Ryan Faulkner of the College of Eastern Idaho to the Idaho Indian Education Committee, replacing Ms. Effie Hernandez, for a term beginning December 6, 2024, and ending June 30, 2029, representing public postsecondary institutions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Dr. Lisa Phillips of the Boise State University to the Idaho Indian Education Committee, replacing Dr. Tim Thornes, for a term beginning immediately, and ending June 30, 2029, representing public postsecondary institutions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Pam Eschief of the Fort Hall Bureau of Indian Education to the Idaho Indian Education Committee, replacing Allen Mayo, for a term beginning December 6, 2024, and ending June 30, 2029, representing Bureau of Indian Education school.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Mr. Justin Vance of the College of Western Idaho to the Idaho Indian Education Committee, replacing Jamie Barajas-Zepeda, for a term beginning December 6, 2024, and ending June 30, 2029, representing public postsecondary institutions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE BOARD OF EDUCATION
Idaho Indian Education Committee

Tribal Chair or Designee

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2021 – June 30, 2026.

Shirley J. Allman is the Nez Perce Tribal Executive committee representative and serves as the Tribal Chairperson's designee. Term: July 1, 2023 – June 30, 2028.

Jennifer Porter is the Tribal Chairperson for the Kootenai Tribe of Idaho and serves as their Tribal Chair representative. Term: October 19, 2022 – June 30, 2027.

Nancy Eschief Murillo is a member of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: *Pending Board approval Feb 2025* - June 30, 2029.

Yvonne Powers is a member of the Shoshone-Paiute Tribal Business Council and serves as the Tribal Chairperson's designee. Term: December 13, 2023 – June 30, 2028.

Tribal Education Department Representative

Justin Marsh is the College and Career Specialist for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: December 13, 2023 – June 30, 2026.

Jessica James is the Tribal Education Program Manager for the Shoshone-Bannock Tribes and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

VACANT – Tribal Education Department representative for the Nez Perce Tribe. Term: TBD.

Lynn Manning John is the Vice Principal for the Owyhee-Combined School and serves as the Tribal Education Department representative for the Shoshone-Paiute Tribes. Term: December 13, 2023 – June 30, 2028.

VACANT – Tribal Education Department representative for the Kootenai Tribe. Term: TBD.

Bureau of Indian Education Representatives

Tina Strong is the Coeur d'Alene Bureau of Indian Education school representative. Term: July 1, 2021 – June 30, 2026.

Pamela Eschief is the Fort Hall Bureau of Indian Education school representative. Term: December 6, 2024 – June 30, 2029.

At-large Members

Dr. David Aiken is the Superintendent, Lapwai School District. Term: July 1, 2023 – June 30, 2028.

Jessica Matsaw is with the University of Idaho's Indigenous Knowledge for Effective Educators program. Term July 1, 2023 – June 30, 2028.

State Board of Education Representative

Dr. Linda Clark is the President of the State Board of Education and Board representative on the Idaho Indian Education Committee.

Institutions of Higher Education Representatives

Dr. Justin Vance is the Dean of the School of Arts and Humanities at College of Western Idaho. Term: December 06, 2024 - June 30, 2029.

Bob Sobotta, Jr. is the Director for Native American, Minority, and Veteran's Services at Lewis-Clark State College. Term: July 1, 2021 – June 30, 2026.

Effie Hernandez is the Native American Student Services Center at Idaho State University. Term: December 06, 2024 – June 30, 2029.

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho. Term: July 1, 2022 – June 30, 2027.

Ryan Faulkner is the Dean of Online Learning at College of Eastern Idaho. Term: December 06. 2024 – June 30, 2029.

Dr. Tim Thornes – Interim chair, Department of Linguistics at Boise State University. Term: October 19, 2022 – June 30, 2027.

Mr. Alex Harris is the Associate Dean of Instruction at North Idaho College. Term: August 23, 2023 – June 30, 2027.

Dr. Dean Fisher is the President at College of Southern Idaho. Term: July 1, 2023 - June 30, 2028.

RESOLUTION

BE IT RESOLVED BY THE BUSINESS COUNCIL OF THE SHOSHONE-BANNOCK TRIBES, that the General Agreement Form, dated September 12, 2024, regarding FHBC member Nancy Eschief Murillo, as approved Idaho Indian Education Committee Representative on behalf of the Shoshone-Bannock Tribes will be attending the Idaho Indian Education Meeting in Boise, Idaho on Friday, September 13, 2024 and as such will need mileage in the amount of $324.28, is hereby approved for ratification.

Authority for the foregoing resolution is found in the Indian Reorganization Act of July 18, 1934 (48 Stat., 984), as amended, and in the Shoshone-Bannock Tribes Constitution and Bylaws of the Fort Hall Reservation, as amended, including, but not limited to the authority found in the Constitution, Article VI.

Dated this 24th day of September 2024.

Lee Juan Tendoy, Chairman
Fort Hall Business Council

SEAL

CERTIFICATION

I HEREBY CERTIFY, that the foregoing resolution was passed while a quorum of the Business Council was present by a vote of 5 in favor, 1 absent (SM), and 1 not voting (LJT) on the date this bears.

Ladd R. Edmo, Tribal Secretary
Fort Hall Business Council

FHBC-2024-0630

Idaho State University

August 19, 2024

Idaho Indian Education Committee
Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Members of the Idaho Indian Education Committee,

On behalf of Idaho State University, I recommend Ms. Effie Hernandez as our university's representative to serve on the Idaho Indian Education Committee until ISU appoints a Director of Tribal Relations, who then will be recommended to serve. She will be replacing Dr. Jean McGivney-Burelle who has left ISU.

Ms. Hernandez has demonstrated an unwavering commitment to enhancing educational opportunities for Native American students. Her extensive experience and deep understanding of the challenges and opportunities within this community make her an ideal candidate for this role. She has consistently shown exceptional leadership, cultural sensitivity, and dedication to the principles of equity and inclusion.

At Idaho State University, Ms. Hernandez has been a pivotal figure in advancing programs that support Native American students in her role as the Native American Student Services Coordinator. Her work has not only positively impacted our campus but also resonated throughout the wider educational community in Idaho.

We are confident that Ms. Hernandez will bring valuable insights and a strong voice to the Committee, contributing meaningfully to the development of policies and initiatives that support Native American education across the state. Her representation on the Committee will undoubtedly strengthen the partnership between Idaho State University and the Idaho Indian Education Committee.

Thank you for considering Ms. Hernandez for this important role. Should you require any further information or wish to discuss her qualifications in more detail, please feel free to contact my office.

Sincerely,

Robert W. Wagner, PhD
President
Idaho State University

Cc: Effie Hernandez, Native American Student Services Coordinator
Stacey Gibson, Office of Equity and Inclusion

Office of the President
921 South 8th Avenue, Stop 8310| Pocatello, ID 83209 | (208) 282-3440

College of Eastern Idaho

1600 South 25th East • Idaho Falls, Idaho 83404-5788 • 208.524.3000 • www.cei.edu

Senator Carl Crabtree
Idaho State Department of Education
650 W State Street
Boise, ID 83702

11/18/24

Dear Senator Crabtree,

I am pleased to inform you that I have appointed Ryan Faulkner, Dean of Online Learning at College of Eastern Idaho, to serve on the Idaho Indian Education Committee as our representative.

Ryan brings a wealth of knowledge, dedication, and experience that will undoubtedly contribute to the goals of the committee and support the important work being done to further Indian education initiatives. We are honored to have the opportunity to collaborate with the committee and the Shoshone-Bannock Tribes to advance educational opportunities for all students.

Please do not hesitate to reach out to Ryan at ryan.faulkner@cei.edu or myself at lori.barber@cei.edu should you require any additional information or have further questions.

Thank you for your ongoing efforts and partnership in advancing education in Idaho.

Sincerely,

Lori D. Barber

Dr. Lori D. Barber
President
College of Eastern Idaho

BOISE STATE UNIVERSITY
OFFICE OF THE PRESIDENT

January 23, 2024

Jennifer Stadum
Idaho State Board of Education
Indian Education Committee
650 West State Street #307
Boise, ID 83720-0037

Dear Ms. Stadum,

Please accept this letter of support recommending Dr. Lisa Phillips for the Idaho Indian Education Committee. Dr. Phillips presently serves as the Vice Provost for Community and Belonging and as the Tribal Liaison for Boise State University, a position that is highly relevant to the work of your committee.

Dr. Lisa Phillips brings over 30 years of transformative leadership experience in higher education, with a particular focus on fostering inclusive, student-centered policies and initiatives. Her professional background includes designing programs to support underrepresented students, advocating for equity and access in higher education, and building collaborative partnerships with Tribal communities and other underrepresented groups. As Vice Provost for Community Engagement and Belonging at Boise State University, Dr. Phillips has worked closely with Tribal leaders to honor sovereignty, expand educational opportunities, and create pathways to student success. Her strengths as a strategic, relational, and innovative leader align with the mission of the Idaho Indian Education Committee to advance equitable education for Idaho's Native communities.

We, at Boise State, are committed to furthering that critical work and appreciate the opportunity to support these and other endeavors with Dr. Philips serving in this key role.

Sincerely,

Marlene Tromp

Dr. Marlene Tromp

President

cc: Joshua Whitworth, Executive Director of the Idaho State Board of Education

1910 University Drive Boise, Idaho 83725-1000
Phone (208) 426-1491 Fax (208) 426-3779 www.boisestate.edu

This letter is an electronic communication from Boise State University

Shoshone-Bannock Jr./Sr. High School
School office (208) 238-4200 PO Box 790
Fax (208) 238-2628 Fort Hall, ID 83203

Idaho Indian Education Committee Nomination Letter: Pam Escheif

Dear Members of the Indian Indian Education Committee,

We are writing to nominate Pam Eschief for the position of the Shoshone-Bannock Jr./Sr. High School BIE School representative on the Idaho Indian Education Committee. Pam has demonstrated outstanding commitment in advancing our education for our Native students, and has a deep understanding of the needs and challenges facing our Native students in education.

Pam has a longstanding record of leadership within the Shoshone-Bannock Tribe and has worked to improve the educational needs of our youth. She brings both personal and professional experience to this role, with the passion to ensure our native youth receive the education that they deserve.

I believe apm possesses the qualities and vision necessary to represent our interest on the Idaho Indian Education Committee and to advocate for policies that will foster the academic achievement and cultural preservation of native youth in Idaho. Working with her has been a great experience. She is always willing to go beyond for her school and for the staff and faculty she oversees. Us school board members are proud to have her working to better our school, and to help our students, faculty, staff, and community thrive.

We wholeheartedly endorse Pam for this position and respectfully request your consideration of this nomination.

Sincerely,

Shoshone-Bannock Jr./Sr. School Board Members

Board Chair: Jessica Jay
Vice Board Chair: Effie Hernandez
Treasurer: Leah Tendore
Board Member Representative: Alex alvarez

COLLEGE OF WESTERN IDAHO

Office of the Provost & VP Academic Affairs

February 15, 2024

Johanna J. Jones
Office of Indian Education Coordinator
Idaho Department of Education
PO Box 83720
Boise, ID 83720-0037

Dear Ms. Jones,

I nominate Dr. Justin Vance to serve as the College of Western Idaho's representative on the Indian Education Committee. Justin is the Dean, School of Arts and Humanities at CWI. He is a key leader at CWI and is involved in important decisions involving all things Instruction at CWI.

Qualifications and Accomplishments:

- Justin in responsible for the delivery General Education offerings at CWI.
- Led the creation of the Honors Program at CWI.
- Led the initiative to offer 8 Week session courses to provide students more entry points and options to acquire higher education.
- Justin grew up in Idaho and is committed to helping all Idahoans know the importance of the history of Idaho's 5 Tribes and their importance of their role today.
- Received the 2015 Hawaii History Educator of the Year award. History Education Hawaii, Inc. is the state council and allied organization of the National Council for History Education (NCHE).
- Justin's has conducted research and contributed scholarship related to indigenous peoples in Hawaii and Idaho; below are a few examples:
    - Author (book section): Vance, Justin W. and Anita Manning, "Pacific Islanders and the Civil War," Asians and Pacific Islanders and the Civil War, National Park Service, Washington DC, 2015
    - Presenter: "World Travelers: Military Service Profiles of Hawaiians in the American Civil War," Joint Conference of the California, Northwest, and Hawaii World History Associations, University of California- Berkeley, February 22-24, 2019
    - Author: Vance, Justin W. "Forward," The Spirit Wind - Edna Huapala Bush Ellis: A Hawaiian Life: Ka Makani `Uhene, Wayne Moniz, Punawai Press, Wailuku, HI, 2020
    - Presenter: "The Political Legacy of the Deadliest Massacre in U.S. History: Bear River," Society for Military History, Annual Meeting, San Diego, CA, March 23-26, 2023

P.O. Box 3010, MS 1000, Nampa, ID 83653 phone 208.562.3200 cwi.edu

Idaho Indian Education Committee

December 6, 2024-Quarterly Meeting

Minutes

The meeting was called to order by Yolanda Bisbee, Co-chair. No minutes were kept from the previous quarterly meeting.

Committee members present made self-introductions . A quorum of the committee was present.

Jennifer Stadum, new Director of Indian Education at the Department of Education was introduced. She made comments relative to her enthusiasm to join our effort. She referenced the experience she gained from her work in Montana as part of what she looks forward to bringing to our Idaho work.

Carl Crabtree, Director of Intergovernmental Affairs discussed the departmental ask for an additional staff member in Indian Education. It is in the department budget proposal for this legislative session and will need to be supported. Carl explained that Superintendent Critchfield had elevated Jennifer's position to Director, putting more emphasis on Indian Education. He said the legislative process would be very difficult this year, particularly the House Education Committee. Carl encouraged native people to be in direct contact with their legislative representatives to be more effective in being heard.

REL Northwest presented via Zoom, their work on high level research that may be helpful to tribes. It was decided Jennifer would get together with Matt Eide, managing senior education improvement specialist, to determine how we could be involved with their work.

Ayaka Nukui, Director of Assessment and accountability, at the department of education, visited with the committee about student attendance related to performance. Her data showed what we would all expect, that if students come to school, their test scores are better. She indicated that the department may not be accurately counting all the native students correctly, and that is something we need to work on.

The next speaker was Jackie Yarbrough, representing the Blue Cross Foundation. She offered to provide funds to help communities connect to schools. This has been done in several communities in Idaho, she used Marsing as an example of the success she is seeing. She has special funding for tribal communities.

During lunch, Josh Whitworth, Executive director of the Idaho State Board of Education discussed the resolutions the board is considering, relating to Diversity, Equity and Inclusion (DEI). Josh explained the rationale behind this work. Committee members

attending expressed their serious concerns as to how this idea could damage their people, and other Idahoans. Josh indicated he was there to listen, and to take their concerns to the board. Linda Clark, Board Chairman, echoed Josh's intent to listen. She said that the Board will make every effort to minimize hurt to people as unintended consequences.

Next on the agenda was Debbie Critchfield, Superintendent of Public Instruction. She went through her decision to include curriculum from PragerU, as approved supplemental material. She emphasized that this is completely optional, and at the discretion of local school boards. There are a number of supplemental curriculums available to schools. It is not core curriculum and is not required by her department. Tribal committee members present expressed their deep disappointment in this decision. Their concern was that it was incomplete and hurtful to their people. Debbie offered to help write supplemental Idaho Native people curriculum that could be used by Idaho Schools.

Idaho Indian Education Committee appointments were discussed next. Lisa Phillips will be the BSU representative, Justin Vance will represent CWI, Effie Hernandez for ISU, Ryan Faulkner for CEI, Nancy Eschief Murillo and Pam Eschief, representing the Shoshone Bannock Tribe. Carl will connect with Jenn Thompson to make sure the paperwork is in order for their appointments at the January meeting of the State Board of Education.

Carl was asked to send out the link to committee members for applications to be on the Professional Standards Commission.

The Idaho Indian Education Summit was discussed. The Committee agreed that CEI should host the event this year. Justin Vance agreed to look into dates that might work. He will email the group to form a committee once he has dates confirmed.

There being no further business, the meeting was adjourned.

COLLEGE OF IDAHO

SUBJECT

College of Idaho - Request to Approve New School Principal Certificate Endorsement Program Application

REFERENCE

August 2023	State Board of Education approved the Idaho Standards for Educator Preparation Providers.
October 2023	State Board of Education approved the Educator Preparation New Program Approval Guide.
February 2024	State Board of Education approved Brigham Young University–Idaho's K-12 Literacy Certificate Endorsement Program
April 2024	State Board of Education approved Northwest Nazarene University's Early Literacy Certificate Endorsement Program
December 2024	State Board of Education approves Idaho State University's Early Literacy Certificate Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-114
IDAPA 08.02.02.015.01, Rules Governing Uniformity
IDAPA 08.02.02.021, Rules Governing Uniformity
Idaho State Board of Education Governing Policies & Procedures, Section IV.D.

BACKGROUND/DISCUSSION

In academic year 2022-23, a work group was formed to create the Idaho Standards for Educator Preparation Providers and the New Endorsement Program Approval Guide. These two documents were approved by the Idaho State Board of Education (State Board) in 2023. Newly approved endorsement programs are added to the Educator Preparation Provider's State Review, which occurs on a seven-year cycle. Brigham Young University – Idaho, was the first educator preparation provider to undergo the newly approved process. Prior to this new endorsement program review, two educator preparation providers have undergone the new review process. Idaho State University was the third educator preparation provider to undergo the new certificate endorsement program review process. The College of Idaho is now the fourth educator preparation provider to undergo the new certificate endorsement program review process. A review team of experts reviewed College of Idaho's New School Principal Certificate Endorsement Program Application, and the review team recommends approval of the new certificate endorsement program application.

IMPACT

The approval of the new certificate endorsement program application would allow College of Idaho to offer a school principal certificate endorsement program leading to certification for administrator candidates. The disapproval of the new certificate endorsement program application would not allow College of Idaho to offer a new school principal certificate endorsement program leading to certification for administrator candidates.

ATTACHMENTS

Attachment 1 – College of Idaho New School Principal Certificate Endorsement Program Approval Evaluation Report and Recommendation
Attachment 2 - College of Idaho New School Principal Certificate Endorsement Program Application

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff facilitated the New School Principal Certificate Endorsement Program Application review and recommends approval of College of Idaho's requested New School Principal Certificate Endorsement Program.

BOARD ACTION

I move to approve the College of Idaho's New School Principal Certificate Endorsement Program Application request leading to administrator certification as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

New Certificate Endorsement Program Evaluation Report
College of Idaho
December 2, 2024

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EDUCATOR PREPARATION PROVIDER
College of Idaho

NEW CERTIFICATE ENDORSEMENT PROGRAM
Principal (Pre-K-12)

NEW CERTIFICATE ENDORSEMENT PROGRAM APPLICATION REVIEW DATE
December 2, 2024

REVIEW TEAM

Facilitator:

Name	Employer	Role
Katie Shoup	Office of the Idaho State Board of Education	Educator Effectiveness Program Manager

Review Team:

Name	Employer	Role
Dr. Robin Gilbert	Northwest Nazarene University	Director of Educational Leadership
Melissa Green	Brigham Young University	Dean of Teacher Preparation Programs
		Professional Standards Commission
Dr. Bethani Studebaker	University of Idaho	Associate Professor
		Professional Standards Commission

REVIEW OF NEW CERTIFICATE ENDORSEMENT PROGRAM APPLICATION E

Review of New Certificate Endorsement Program Application for Idaho State Board Approved Educator Preparation Providers			
Name of Educator Preparation Provider	College of Idaho	**Date of Submission**	November 5, 2024
New Certificate Endorsement Program Name	Principal (Pre-K-12)	**Certification/Endorsement**	Principal (Pre-K-12)
Certificate and Endorsement Requirements (IDAPA 08.02.02)		**Please check the appropriate box to indicate alignment status.**	
		Aligned	**Need More Information**
• Principal (Pre-K-12)		X (Program is Aligned)	

REVIEW TEAM RECOMMENDATION
Recommend

The review team **recommends** the approval of the new Principal (Pre-K-12) certificate endorsement program application by the College of Idaho.

NEW PROGRAM APPROVAL GUIDE

INTRODUCTION

This document describes the process by which an Idaho State Board Approved Educator Preparation Providers (Educator Preparation Providers) seek approval for a new endorsement program leading to certification. The Office of the Idaho State Board of Education (Board Office) facilitates the approval process.

Public universities and colleges seeking a new degree or certificate program will also follow their institutional policies and procedures and the process identified in State Board Policy III.G – Postsecondary Program Review and Approval. Additional information may be found on the Idaho State Board of Education's website at Postsecondary Program Approval | Idaho State Board of Education. Educator Preparation Providers seeking a new degree or certificate program will complete the Postsecondary Program approval process in addition to the new program approval process for programs leading to educator certification.

STATUTORY AUTHORITY AND REFERENCES

Idaho Code 33-114: supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

Idaho Code 33-1207A: The State Board shall review teacher preparation programs at the institutions of higher education.

IDAPA 08.02.02.021: Idaho Educator Preparation Providers shall prepare candidates to teach in area(s) of endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel.

State Board Policy IV.D.: Educator Preparation and Certification

IDAPA 08.02.02.015.01: Instructional staff certification requirements.

IDAPA 08.02.02.015.02: Pupil service staff certification requirements.

IDAPA 08.02.02.015.03: Administrator certification requirements.

NEW PROGRAM APPROVAL PROCESS STEPS

The new program approval process has a total of three steps as follows:

1. Preparation and Submission of the New Program Application
2. Review and Feedback
3. Determination of Approval Status

Step 1: Preparation and Submission of the New Program Application

The Educator Preparation Provider will use one or more of the following new program applications to request approval of the new program:

NEW PROGRAM APPROVAL GUIDE

- New Elementary or Secondary Program – Use New Program Application A
- New Special Education Program – Use New Program Applications A and B
- New Pupil Service Program – Use New Program Application C
- New Teacher Leader Program – Use New Program Application D
- New Administrator Program – Use New Program Application E

Flow Chart

New Elementary or Secondary Program	New Special Education Program	New Pupil Service Program	New Teacher Leader Program	New Administrator Program
⇩	⇩	⇩	⇩	⇩
Use New Program Application A	Use New Program Application A & B	Use New Program Application C	Use New Program Application D	Use New Program Application E

The new program application includes the following:

- New Program Design
- Explanation how the New Program will meet the provider standards and components
- Clinical Experience Design

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Step 2: Review and Feedback

After receiving a completed new program application, the Board Office will assemble and facilitate a team to review the new program application materials, to include one member of the Professional Standards Commission and members from at least two of the following groups:

- Approved Idaho Educator Preparation Program Staff
- Idaho Experts from the Field and experience with Educator Preparation Program Review
- Idaho Division of Career Technical Education Staff
- Idaho Local practicing K-12 Educators
- Idaho Local practicing K-12 Administrators
- Idaho State Department of Education staff – Certification Department

The review team will assess whether the new program as proposed meets the criteria listed in the new program application. A new program that meets the criteria listed in the new program application and shows alignment to the Idaho Standards for Educator Preparation Providers (Provider Standards) will move to Step 3. The review team will use review rubrics to guide input and make the determination if the program meets the criteria listed in the new program application and shows alignment to the Provider Standards.

A new program that does not meet the criteria listed in the new program application will be returned to the Educator Preparation Provider by electronic mail and accompanied by review team feedback. The

NEW PROGRAM APPROVAL GUIDE

Educator Preparation Provider may address the feedback and resubmit a new program application to the Board Office for review as described in Step 1.

Incomplete new program applications received by the Board Office will be returned to the Educator Preparation Provider for completion.

Step 3: Determination of Approval Status

The review team will provide a program recommendation to the Board Office, for consideration by the State Board at their next regularly scheduled meeting. The Board Office will notify the Educator Preparation Provider of the date of the State Board meeting at which the new program proposal will be considered. The State Board will either approve or not approve the new program. Upon State Board approval or non-approval of the new program, Board Staff will notify the Educator Preparation Provider of the new program approval status by electronic mail. If the new program is approved by the State Board, the Educator Preparation Provider may advertise the program and recruit candidates to the program. If the new program is not approved by the State Board, the application may be revised and resubmitted. Approved new programs will be reviewed at the same time as the Educator Preparation Providers state review that typically occurs on a seven-year cycle.

NEW PROGRAM APPROVAL GUIDE

New Program Application E - Administration Program

Name of Educator Preparation Provider	The College of Idaho	**Date of Submission**	10/31/2024
New Program Name (as applicable)	Master of Education	**Certification/Endorsement**	Educational Leadership

STANDARD ONE: CONTENT, PEDAGOGICAL, AND PROFESSIONAL KNOWLEDGE
Educator Preparation Providers ensure candidates develop an understanding of the critical concepts, principles, and practices of their discipline, and are able to use practices flexibly to advance the learning of all students.

1.1 CONTENT KNOWLEDGE AND PEDAGOGY	1.2 PROFESSIONAL KNOWLEDGE
Educator Preparation Providers ensure candidates are able to apply their knowledge in critical concepts, principles, and practices as identified in the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and State Board approved Idaho Student Content Standards.	**Educator Preparation Providers ensure candidates are able to apply their knowledge of the Idaho Standards for Initial Certification of Professional School Personnel, National Accreditation Standards of Pupil Service Programs, and the State Board approved Idaho Student Content Standards.**

Component	How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)	
	Evidence Item (Only link to PDFs)	**Narrative/Rationale for Meeting Standard**
Idaho Standards for School Principals • Standard 1: Mission, Vision, and Beliefs • Standard 2: Ethics and Professional Norms • Standard 3: Equity and Cultural Responsiveness • Standard 4: Curriculum, Instruction, and Assessment • Standard 5: Community of Care of Support for Students • Standard 6: Professional Capacity of School Personnel • Standard 7: Professional Community for Teachers • Standard 8: Meaningful Engagement of Families and Community • Standard 9: Operations and Management • Standard 10: Continuous School Improvement	• Curricular Framework • Idaho Standards Correlation • Course Rationale • Course syllabi: ○ EDU 650 The Principalship (3) ○ EDU 655 Ethics for Prospective School Principals (3) ○ EDU 653 Leading Standards-Driven Instruction (3) ○ EDU 665 Research & Data-Driven Decision-Making (3) ○ EDU 651 Administration & Supervision of Personnel (3) ○ EDU 658 School Finance (3) ○ EDU 656 Policy & Politics for Educational Leaders (3) ○ EDU 652 Equitable & Inclusive Leadership (3) ○ EDU 667 Internship (3) ○ EDU 657 Special Education Law for Education Leaders (3) ○ EDU 668 Capstone (2)	The College of Idaho (CofI) has thoughtfully integrated Idaho State Board of Education policies, procedures, and guidelines, Idaho Rules Governing Uniformity, and Idaho Standards for School Principals into candidate preparation to ensure that future administrators are well-equipped to meet state standards and expectations. This integration is crucial for several reasons: 1. **Alignment with State Standards**: By incorporating state policies, CofI ensures that candidates are prepared to supervise education aligned with the specific academic and professional standards of Idaho. This alignment helps maintain consistency across the educational system, promoting equity and quality in learning experiences for all students. 2. **Regulatory Compliance**: State policies and rules governing uniformity outline the legal and ethical responsibilities of educators. CofI helps candidates understand and adhere to these regulations, fostering a professional environment that respects state guidelines and

NEW PROGRAM APPROVAL GUIDE

		minimizes legal risks. 3. **Preparation for Certification and Licensure**: Idaho's certification requirements are directly tied to the state's educational standards and policies. By integrating these into the curriculum, CofI helps candidates meet the necessary qualifications for licensure, increasing their chances of successful entry into the administration profession. 4. **Enhanced Professionalism and Accountability**: Understanding and applying state policies instills a sense of professionalism and accountability in future administrators. This knowledge enables them to engage in informed decision-making and adhere to best practices, ultimately benefiting students and the broader school community. 5. **Adaptability to District-Specific Needs**: Each district has unique educational needs based on demographics, culture, and socio-economic factors. By preparing candidates within the framework of Idaho's policies and rules, CofI ensures that future administrators are capable of addressing the distinct challenges and opportunities within Idaho's educational landscape. 6. **Promoting Continuous Improvement**: State Board of Education policies often include provisions for professional development and continuous improvement. Educators and administrators trained within these frameworks are more likely to value and engage in lifelong learning, which contributes to ongoing advancements in teaching quality and student outcomes. 7. **Alignment with State Standards**: By incorporating state policies, CofI ensures that candidates are prepared to supervise education aligned with the specific academic and professional standards of Idaho.

Idaho State Board of Education

NEW PROGRAM APPROVAL GUIDE

		This alignment helps maintain consistency across the educational system, promoting equity and quality in learning experiences for all students. 8. **Regulatory Compliance**: State policies and rules governing uniformity outline the legal and ethical responsibilities of educators. CofI helps candidates understand and adhere to these regulations, fostering a professional environment that respects state guidelines and minimizes legal risks. 9. **Preparation for Certification and Licensure**: Idaho's certification requirements are directly tied to the state's educational standards and policies. By integrating these into the curriculum, CofI helps candidates meet the necessary qualifications for licensure, increasing their chances of successful entry into the administration profession. 10. **Enhanced Professionalism and Accountability**: Understanding and applying state policies instills a sense of professionalism and accountability in future administrators. This knowledge enables them to engage in informed decision-making and adhere to best practices, ultimately benefiting students and the broader school community. 11. **Adaptability to District-Specific Needs**: Each district has unique educational needs based on demographics, culture, and socio-economic factors. By preparing candidates within the framework of Idaho's policies and rules, CofI ensures that future administrators are capable of addressing the distinct challenges and opportunities within Idaho's educational landscape. 12. **Promoting Continuous Improvement**: State Board of Education policies often include provisions for professional development and continuous improvement. Educators and

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		administrators trained within these frameworks are more likely to value and engage in lifelong learning, which contributes to ongoing advancements in teaching quality and student outcomes. CofI ensures these policies are fully represented through the Curricular Framework, Idaho Standards Correlation, Course Rationale, and Course Syllabi. These documents demonstrate comprehensive content for each standard across multiple courses, including specific module and assessment information. The Curricular Framework provides program design, program outcomes, and descriptions for each course. Through a structured 32-credit framework, this program combines theoretical understanding with practical applications, offering courses on topics such as ethics, policy, finance, and instructional leadership. The inclusion of a hands-on internship allows students to gain real-world experience, preparing them to implement strategic planning, advocate for equity, and lead inclusive, data-informed educational practices. The standards correlation identifies the specific standards met in each course. The course rationale and syllabi provide additional details related to how each standard is met in the course, the course learning outcomes, and evaluation criteria. In summary, the integration of these policies into administrator preparation supports the development of competent, knowledgeable, and state-compliant educational leaders who are equipped to positively impact Idaho's education system.
1.3 IDAHO EDUCATIONAL EXPECTATIONS **Educator Preparation Providers integrate State Board of Education policies and procedures and Idaho Rules Governing Uniformity into the preparation of candidates.**		
Component	**How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (Eg. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)**	

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	Evidence Item (Only link to PDFs)	Narrative/Rationale for Meeting Standard
Certificate and Endorsement Requirements **(IDAPA 08.02.02)** *Show how your sequence of courses/modules/evidence of student learning meet the requirements in policy and rule.	• Curricular Framework • Admissions Criteria – Online Application • Course Rationale	The College of Idaho (CofI) Educational Leadership program meets the Certificate and Endorsement Requirements, as outlined in the Idaho Administrative Code (IDAPA 08.02.02), and is designed to ensure that school principals possess the necessary skills, knowledge, and dispositions to meet the Idaho Standards for School Principals. The rationale for how these requirements supports these standards is as follows: 1. **Ensuring Qualified Leadership**: Certificate and endorsement requirements serve as a quality control measure, ensuring that only qualified individuals assume leadership roles in schools. These standards ensure that principals possess the necessary educational background, professional experience, and training to lead effectively, aligning with the competencies outlined in the Idaho Standards for School Principals. 2. **Alignment with Professional Standards**: The certification process integrates key competencies that school principals need, such as instructional leadership, organizational management, and ethical practice. By requiring these qualifications, the CofI curricular framework aligns with the Idaho Standards for School Principals, which outline expectations for effective, evidence-based school leadership practices. 3. **Focus on Instructional Leadership**: One of the core standards for school principals is the ability to lead instructional practices effectively. Certificate requirements include training and experience in instructional methodologies, curriculum development, and student assessment, which enable principals to support teachers in delivering high-quality education and meeting state

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		performance expectations. 4. **Accountability and Continuous Improvement**: Certification and endorsement standards also promote accountability, as principals are required to demonstrate ongoing professional development. This aligns with the Idaho Standards, which emphasize the importance of principals engaging in continuous learning and improvement to adapt to educational changes and maintain effective school management. 5. **Building a Safe and Inclusive School Culture**: The curricular framework emphasize principals' role in creating a positive school culture that is safe, inclusive, and conducive to learning. The courses include competencies in school law, student safety, and conflict resolution, supporting principals in developing a school environment that meets these expectations. 6. **Compliance with Ethical and Legal Standards**: CofI program requirements ensure that school leaders are trained in ethical decision-making and legal compliance, both essential elements of the Idaho Standards for School Principals. This helps school leaders make sound decisions that align with state regulations and foster trust within the school community. 7. **Adaptability to Idaho's Educational Context**: The certification requirements are tailored to Idaho's specific educational landscape, ensuring that principals are prepared to address the unique needs and challenges of Idaho schools. This localized approach supports the Idaho Standards by preparing leaders who are effective within the specific demographic, economic, and cultural contexts of Idaho's schools. The curricular framework of The

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		College of Idaho's Master of Education (MEd) in Educational Leadership program supports the Certificate and Endorsement Requirements (IDAPA 08.02.02) by aligning its courses with the competencies expected for educational leaders in Idaho. The framework includes: 1. **Standards Alignment**: Courses are designed to meet Idaho's educational leadership standards, ensuring candidates gain knowledge in key areas like instructional leadership and strategic planning. 2. **Practical Experience**: An embedded 3-credit internship with 2-credit capstone provides hands-on leadership experience, meeting the practical training required for certification. 3. **Legal and Ethical Training**: Courses in ethics and educational law prepare candidates to understand and uphold state regulations, an essential certification component. 4. **Focus on Data and Equity**: Emphasis on data-informed decision-making and equitable leadership addresses the requirements for accountability and inclusive practices as per IDAPA 08.02.02. This structured approach ensures that graduates are fully prepared to meet Idaho's certification and endorsement standards for educational leaders. The admissions process for The College of Idaho's Master of Education (MEd) in Educational Leadership supports the Certificate and Endorsement Requirements (IDAPA 08.02.02) by encouraging candidates to reflect on their alignment with the educational leadership standards. Through the **Personal Statement** requirement, applicants are asked to discuss the education department's conceptual framework and its influence on their leadership goals. This step allows candidates to demonstrate an understanding of key leadership principles, ethical practices, and a

NEW PROGRAM APPROVAL GUIDE

		commitment to the competencies required by Idaho standards, ensuring that only those aligned with the state's expectations proceed in the program. Additionally, the Admissions Criteria include district recommendations and that applicants have at least four years of full-time certificated experience. In summary, the Certificate and Endorsement Requirements act as a framework that ensures principals are not only equipped with foundational skills but are also continually advancing in their ability to meet the Idaho Standards for School Principals. This structured approach contributes to the overall quality and consistency of leadership in Idaho's schools.
Idaho Teaching Framework for Evaluation **(IDAPA 08.02.02)**	• EDU 651 Administration & Supervision of Personnel (3) • Danielson Classroom Observation Form	The Administration and Supervision of Personnel course (EDU 651) supports the Idaho Teaching Framework for Evaluation (IDAPA 08.02.02) by equipping future school administrators with essential skills for effectively managing and evaluating school personnel. The course includes training in Idaho's approved teacher evaluation framework, specifically the Danielson Framework, which aligns with the state's requirements for performance assessments. Through practical lab sessions, students practice scoring teacher performance and providing feedback, fostering continuous improvement and professional growth in line with Idaho's standards. Additionally, the course covers ethical leadership, data-driven decision-making, and development of supervision plans, all of which contribute to a structured, fair, and effective evaluation process In this component, students will use the editable classroom observation form to: • score at least two classroom teaching examples • provide feedback to a "teacher" based on the evaluation criteria • reflect on the process and discuss how the evaluation aligns with Idaho's requirements for teacher performance assessment
STANDARD TWO: CLINICAL EXPERIENCE		
Educator Preparation Providers ensure diverse high-quality clinical experiences to develop knowledge, skills, and		

NEW PROGRAM APPROVAL GUIDE

professional dispositions in candidates and educators.		
2.1 CLINICAL PRACTICE **Educator Preparation Providers include clinical practice of depth, breadth, coherence, and duration to enable candidates or educators to demonstrate proficiency in their area of endorsement.**		
Component	**How is each standard met? What is the plan to meet the standard? Please share your program design, narrative, and evidence. (E.g. - Course Titles, Course Numbers, Course Credits, Syllabi, Course Description, Module Information, Assessment, Projects, Evidence of Student Learning)**	
	Evidence Item (Only link to PDFs)	**Narrative/Rationale for Meeting Standard**
Clinical preparation depth, breadth, coherence, and duration	• EDU 667 Internship (3)	The full-term, five-credit clinical preparation includes both EDU 667 Internship (3) and EDU 668 Capstone (2). The EDU 667 Internship provides clinical preparation with depth, breadth, coherence, and duration by immersing students in real-world school leadership experiences across various administrative roles. The internship requires 45 hours per credit in diverse settings, allowing students to engage in activities such as data analysis, school culture development, communication with stakeholders, and ethical decision-making, all aligned with Idaho Principal Standards. This structure ensures a comprehensive experience, as interns participate in goal-setting, implementation, and evaluation processes, gaining insights into the complexities of educational leadership in an extended, cohesive, and practical format During the internship students will: • demonstrate the ability to collaboratively develop and communicate a vision for school improvement, aligning the vision with the needs of the students, staff, and community • make decisions that reflect ethical leadership and an understanding of the legal responsibilities of school principals, ensuring that all actions promote fairness, integrity, and equity • analyze student performance data, attendance reports, and other relevant data to make informed decisions that drive school improvement and address achievement gaps • demonstrate the ability to build and maintain strong relationships with parents, community members, and external stakeholders, fostering collaboration and support for the school's goals and initiatives • actively participate in or lead a school improvement initiative, from planning

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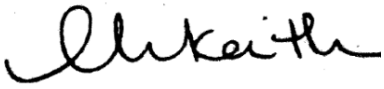
		and goal setting to implementation and evaluation, demonstrating their ability to manage change effectively. •
Comprehensive clinical experience	• EDU 668 Capstone (2)	The EDU 668 Capstone course provides a comprehensive clinical experience by allowing students to apply their leadership skills in a real-world school setting. Through the development of a portfolio and a Capstone Project, students address authentic school-based challenges, implement strategic plans, and analyze data to inform decision-making. This experience, conducted alongside the internship, enables students to demonstrate their readiness to lead, foster school improvement, and engage in reflective practice, thus ensuring they meet the Idaho Principal Standards comprehensively In the capstone, students will develop an internship portfolio which addresses: • identifying a school leadership issue or need • developing and implement a strategic plan • analyzing data to support decision-making • providing a reflective narrative on the leadership experienc The EDU 668 Capstone (2) is carefully crafted to support students through their internship experience, affords opportunities for group learning across experiences, includes the development of an internship portfolio and is the last step before candidates are eligible to sit for the Standard Administrative Certificate with a principal endorsement.

NEW PROGRAM APPROVAL GUIDE

Signatures			
Signature of the College/Program Chair, Director, or Other Designee		**Date**	10/31/2024
Signature of the College of Education Dean or Educator Preparation Provider Head Official		**Date**	10/31/2024

**Applications without appropriate dated signatures will not be considered.*

**Public universities and colleges seeking a new degree or certificate program will also follow the process identified in State Board Policy III.G – Postsecondary Program Review and Approval.*

**The signatures serve as an attestation that the Educator Preparation Provider understands the requirements and has met all policies, rules, and statutes, and institutional procedures.*

Upon completion, the new program application and all applicable supporting documentation is submitted to the Board Office – Educator Effectiveness Program Manager.

Idaho State Board of Education

LEADING NATIONALLY IN INNOVATION

ANNUAL REPORT | 2025

BOISE STATE UNIVERSITY

LEADING NATIONALLY IN INNOVATION

Guided by our strategic plan, Blueprint for Success, we continue to achieve remarkable results around student access and success, research, community engagement and more. We are using clearly defined metrics to measure our progress and to evolve our tactics to achieve the best outcomes.

We have set new records in student success and graduation rates, research awards and philanthropic investment in the university. It remains a goal of mine that no Idaho student will have unmet financial need at Boise State, and we have raised tens of millions of dollars in new endowed scholarships toward this goal.

We continue to strategize and innovate with incredibly impressive efficiency around academic programs, achieving financial stregth and stability, and meeting student and workforce needs.

I am so proud of the work and accomplishments of our students, faculty, staff and leaders, presented here in our annual progress report.

All the best,

Dr. Marlene Tromp, President

4	Strategic Plan Implementation
16	Collaborations and Partnerships
18	Institutional Data
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22	College Highlights
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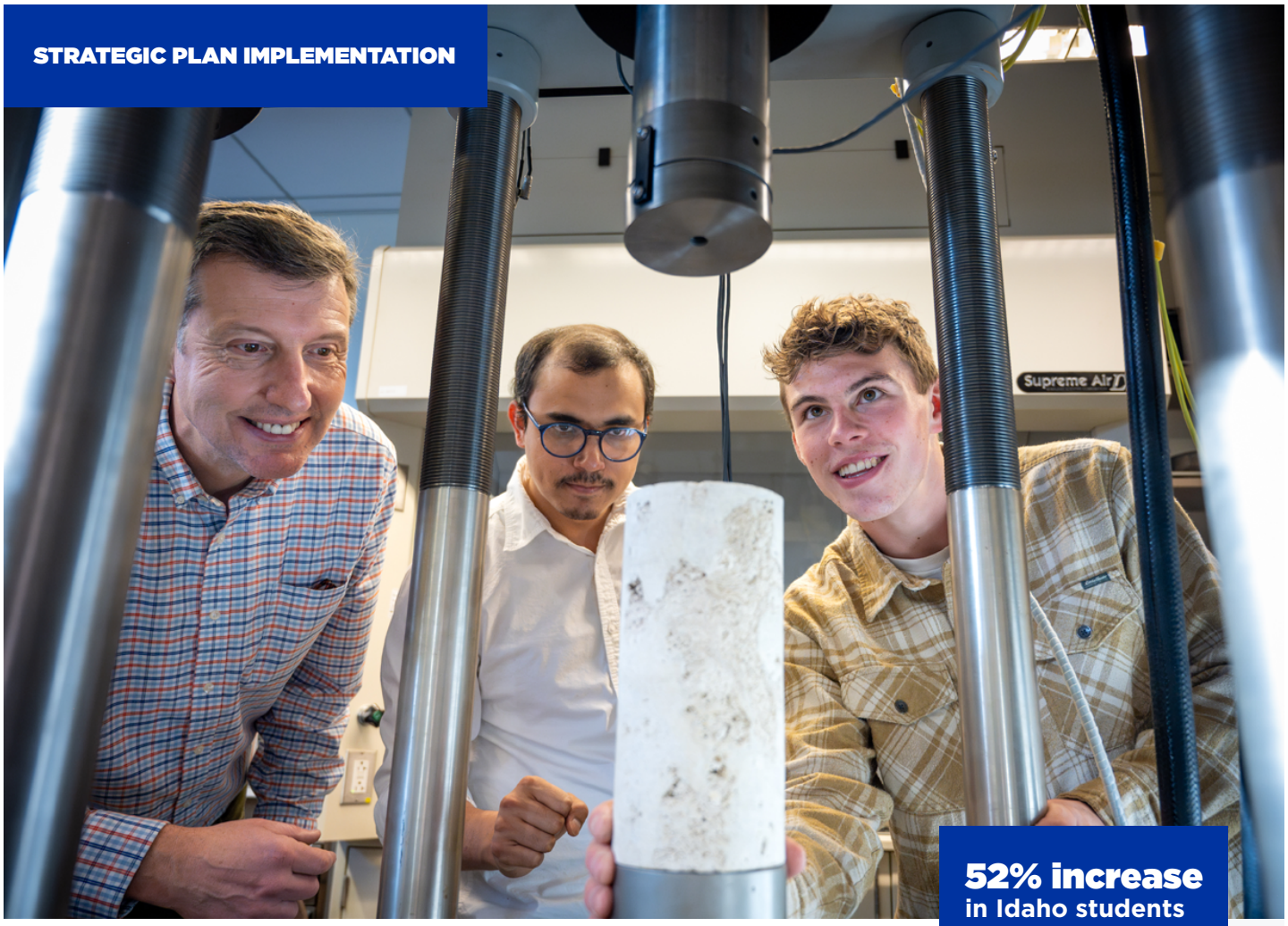
35	Facilities
36	Appendix - Program Prioritization Process

MISSION: Boise State University provides an innovative, transformative and equitable educational environment that prepares students for success and advances Idaho and the world.

VISION: To be a premier student-success driven research university innovating for statewide and global impact. The trailblazing, innovative character that has always defined Boise State will help us foster student success, advance Idaho and Idahoans, and strengthen our culture of innovation and impact.

STRATEGIC PLAN IMPLEMENTATION



Goal #1: Improve Educational Access and Student Success.

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

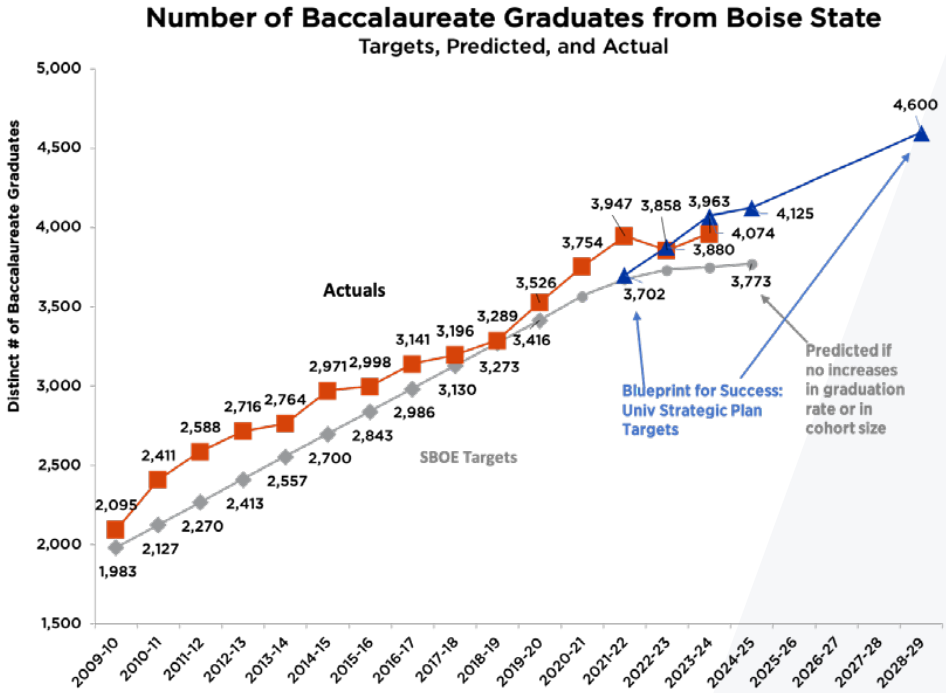
We are very proud to have played a significant role in increasing the college attainment rate for Idaho. **Boise State confers more than half of all baccalaureate degrees from public institutions in Idaho and we have dramatically increased the percentage of Idahoans that we serve in the last two years**, growing our population of new Idaho students by 52% over the last five years.

Education not only **provides Idahoans the opportunity to develop the talents and skills necessary for employment**, but it can also transform the economic mobility and life satisfaction of students and their families. Students from all backgrounds must have access to and support for a college education to develop those skills and talents, develop their full potential and give back to our great state.

Education also **increases the size and competence of the state's workforce**, as captured in the "educational attainment goal" (Goal #3) of the Board's K-20 Public Education Strategic Plan, FY 2023-2028. Increasing the rate of college attainment in all groups, especially those populations presently underrepresented in college, is the most effective way to increase the size and competence of the workforce and achieve the SBOE's educational attainment goal.

OVERALL PROGRESS

The number of **baccalaureate graduates** from Boise State has increased markedly over time. As illustrated in the chart at right, **Boise State has exceeded our targets nearly every year**, starting with the targets put forth by the SBOE in August 2010 and continuing through the targets in the Blueprint for Success. With 3,963 distinct baccalaureate graduates in 2023-24, Boise State continues to lead the way in contributing to a vibrant workforce.

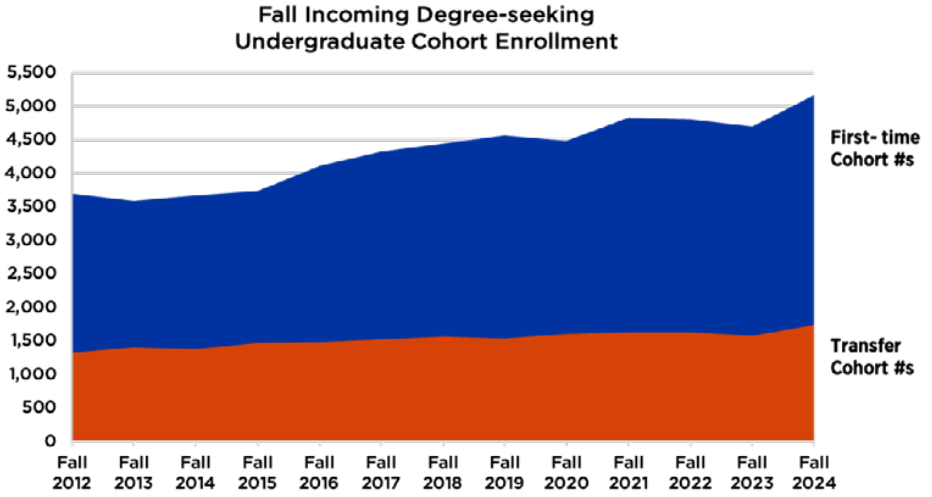


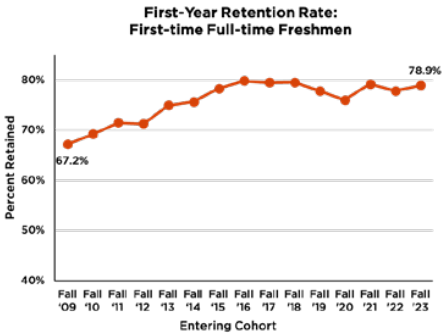
The increases we have seen in baccalaureate graduates have been, in large part, a result of **substantial increases in Boise State's retention and graduation rates**, as well as the number of students who enter the university, as shown.

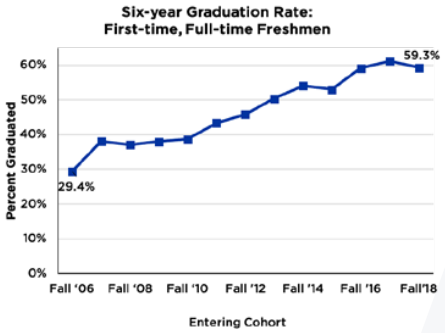
After experiencing dips in first-to-second-year retention rates for the fall 2019 and fall 2020 first-time, full-time (COVID) cohort, university retention rates have rebounded and stabilized. The retention rate for the fall 2023 first-time full-time cohort was 78.9%. Retention of the full-time transfer cohort increased with the fall 2019 cohort and, despite some vacillation, remains strong at 75.9%.

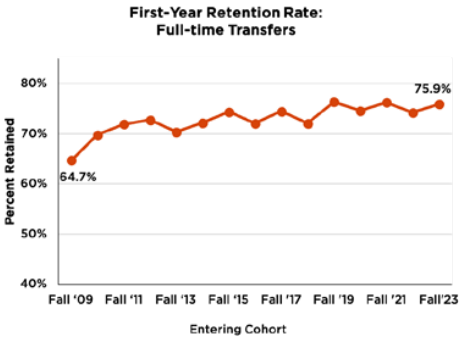
Boise State has continued its momentum in the six-year graduation rate with unprecedented growth over the last dozen years. The six-year graduation rate for the **first-time full-time freshmen** went from 29% for the fall 2006 cohort to **59.3%** for the fall 2018 cohort, or a 30-point increase. The four-year graduation rate for full-time **transfer students** reached an all-time high **rate of 63.4%** for the fall 2020 cohort, which is a 27-point increase over the fall 2008 cohort.

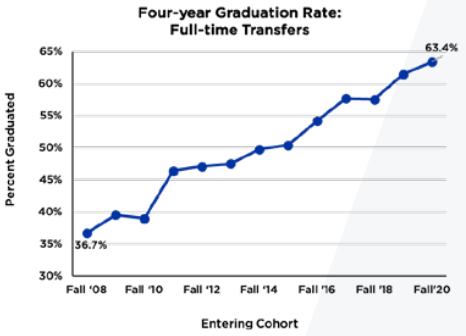
These incredible outcomes earned us **two national awards** in the 2023-24 academic year for student retention and success.



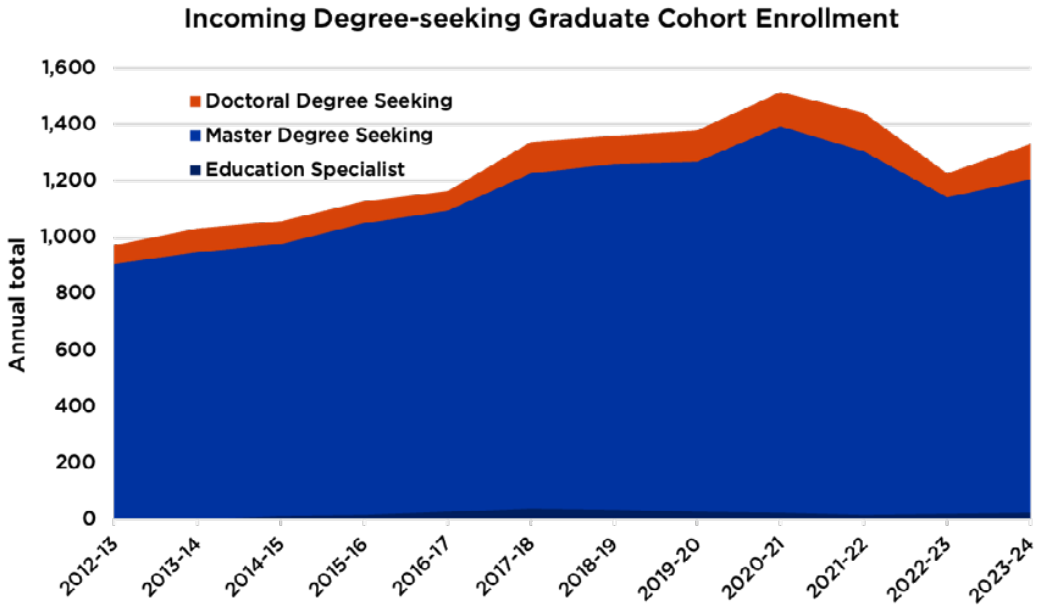




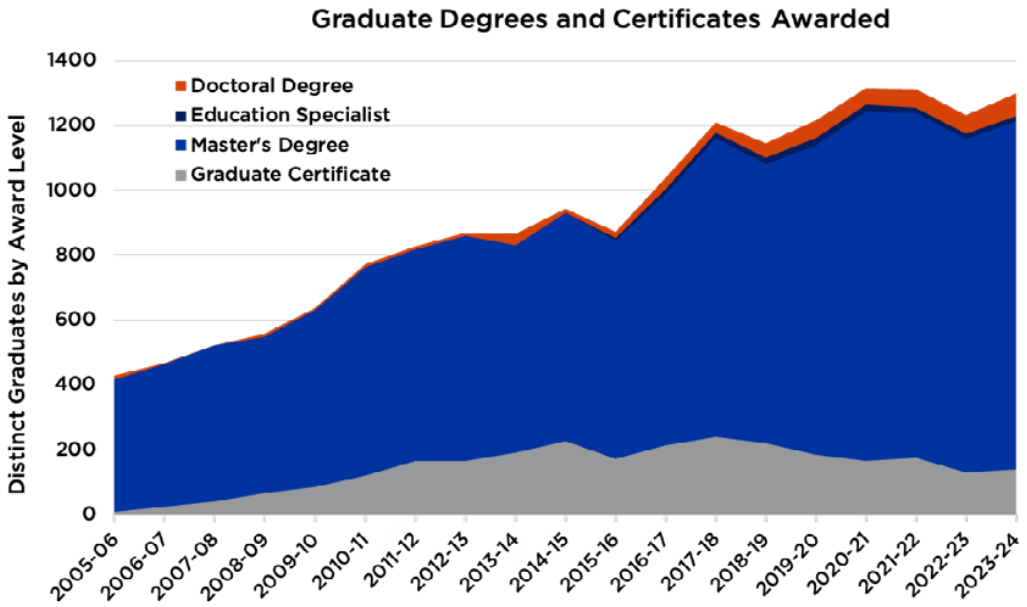




Graduate-level programs are also an important aspect of serving Idaho and Idahoans, and Boise State continues to develop new programs to serve the state. Industry, for example, has called upon Boise State to play a key role in American competitiveness and the success our nation seeks to achieve with its significant investment in the semiconductor industry. They have called upon us to grow our STEM programming at the graduate and undergraduate levels.



The number of students graduating from **graduate degree and certificate programs** has maintained its upward trend with an **increase of 49%** over the last 10 years.



Success rates in our graduate degree programs continue to remain strong. The most recent one-year success rates (percent retained or graduated) were 85% for entering master's degree students and 88% for entering doctoral degree students.

Strategic Enrollment and Retention Plan

Engaging the university community in building a relationship-rich campus culture and creating effective student-centered systems/practice to support access and success so that every student can be successful.

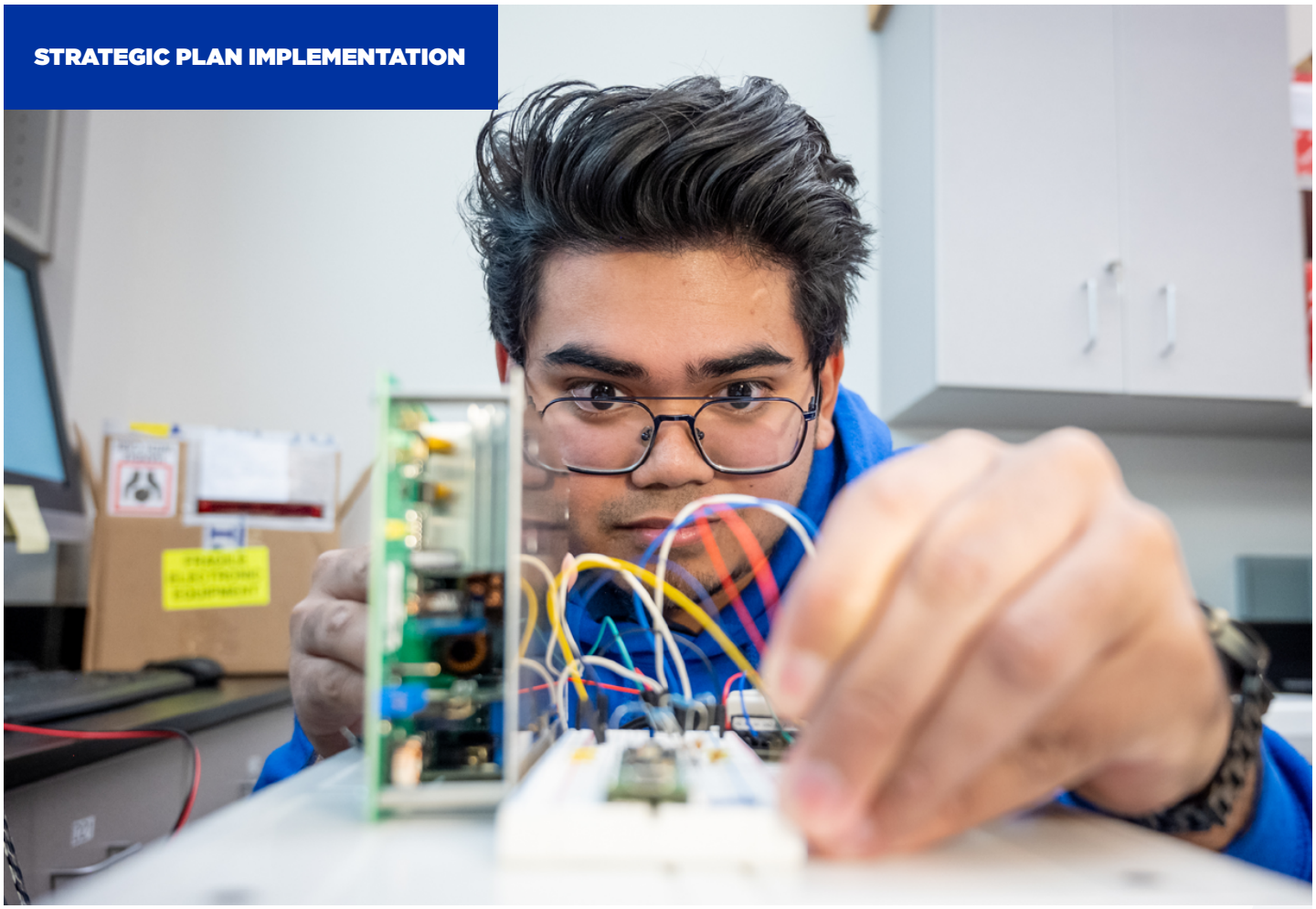
The SERP Initiative, which is both a plan and a process, serves the university's first Blueprint for Success strategic goal: Improve Educational Access and Student Success. As the initiative completes its second year, there are three high-level takeaways from this year's work.

1. **We are better serving Idaho.** We have made significant progress towards our access goals, which means the makeup of our incoming students better reflects that of our service region. Thus, we are increasing opportunities for Idaho students who want to earn a college degree. But access is only the first step; and increased access means increased importance of the work needed to retain these students to graduation. We are also working to strengthen our ability to **track our success by developing leading indicators**. We are also broadening our focus to include transfer students, and are developing strategies to serve this important group in our student body.

2. **We are smoothing the path.** A significant theme in the SERP strategies is to make it easier for students to access and navigate our systems and processes; we are moving strategies forward to this end. From improvements to the **Major Finder tool**, which helps students and prospective students find an area of study that matches their interest and career goals, to the Experiential Learning Network, which seeks to make it easy for any student to be engaged with transformational experiential learning, the SERP is full of examples of work being done across the university to make the path to a degree smoother for our students. There is more work to do. Too many capable students hit a snag in a first-year course to meet academic expectations, or need help navigating financial planning and do not find their way to the support they need. At every level of the university, we can identify ways to make our systems, both in and out of the classroom, easier to navigate and help students who need them find the resources that will help them be successful, especially for students who experience more barriers to their success.

3. **We are creating a relationship-rich environment.** A key lever in achieving the goals of the SERP is to help students feel like they belong at Boise State. As we learned at this year's SERP Summit, research shows that students who are connected — to other students and to faculty and staff — are more likely to persist and earn a degree. Additionally the students identified in the SERP tend to experience more barriers and frequently have fewer connections. From efforts to better understand patterns of student involvement, to work that supports students' First Year Experience, the SERP seeks to influence our campus culture to be more relationship-rich. Across the university, everyone who interacts with students or creates environments for students to connect with each other has a role to play. From forming deep connections with students to being a "mentor of the moment," these interactions help students feel seen and understood and increase the likelihood that they have the support they need to navigate the inevitable bumps in the road to their success.

STRATEGIC PLAN IMPLEMENTATION



Goal #2: Innovation for Institutional Impact.

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Boise State has again been recognized as **one of the nation's most innovative universities.** We are building on a campus-wide culture of innovation — developing research that positively impacts lives, structures that transcend disciplines so researchers and students can collaborate on complex problems, and spaces and programs specifically devoted to innovation. This strategic goal recognizes our focus on innovation and seeks to expand and grow it in every aspect of what we do.

NEW ACADEMIC PROGRAMS

Boise State continues to expand its curricular offerings in targeted areas driven by an **analysis of student, industry and community demand.** We continue to innovate with new research related to enhancing student learning and positively impacting our state and nation.

Our diverse offering of new programs is designed to meet the **labor force demands** within Idaho and nationally. The programs fill shortages in healthcare, respond to needs expressed by community leaders, and upskill Idaho's workforce, which allows the Idaho economy and its communities to thrive.

NEW DEGREE-LEVEL PROGRAMS

Bachelor of Arts in Digital Innovation and Design (hybrid) - Fall 2024
Bachelor of Arts in Public Service Leadership - Fall 2024
Bachelor of Applied Science in Public Service Leadership - Fall 2024
Bachelor of Science in Exercise, Physical Activity, and Sport - Fall 2024
Bachelor of Science in Health Data Analytics - Fall 2024
Bachelor of Science in Neuroscience - Fall 2024
Master of Arts in Digital Communications Management - Fall 2024
Doctor of Philosophy in Engineering - Fall 2024

NEW GRADUATE CERTIFICATES

Generative AI in Education - Fall 2024
Organizational Development - Fall 2024

NEW UNDERGRADUATE CERTIFICATES

AI for All - Fall 2024
Applied Emotional Intelligence and Well-being - Fall 2024
Community-Driven Health Solutions - Fall 2024
Dance - Fall 2024
Design Thinking for Professional Purpose and Personal Fulfillment - Fall 2024
Disaster Preparedness and Response - Fall 2024
Early Childhood Program Administration and Leadership - Fall 2024
Evidence-Based Public Health - Fall 2024
Foundations of Public Health Practice - Fall 2024
Generative Language AI - Fall 2024
Health and Human Behavior - Fall 2024
Nonprofit Management (online) - Fall 2024
Semiconductor Materials - Fall 2024

NEW CENTERS AND SCHOOLS

School for the Digital Future - Fall 2024

STRATEGIC PLAN IMPLEMENTATION

Goal #3: Advance Research and Creative Activity.

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff and student excellence in these pursuits.

Boise State is **committed to fostering an environment where research and creative activity thrive.** Focus and attention includes providing comprehensive support for faculty during all phases of the research endeavor; facilitating relationships with industry for research and commercialization collaboration; and leading outreach aimed at fostering economic development in Boise and the region.

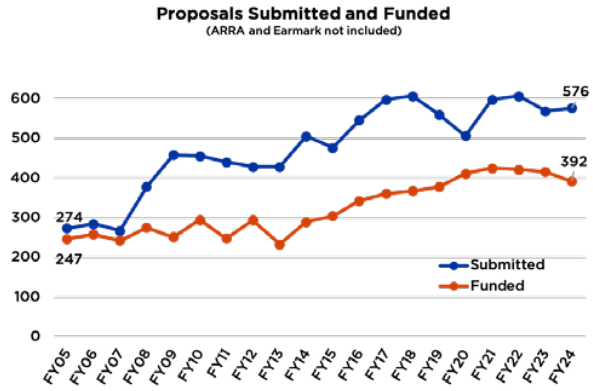
RESEARCH AWARDS

Boise State was awarded

$83.4 million

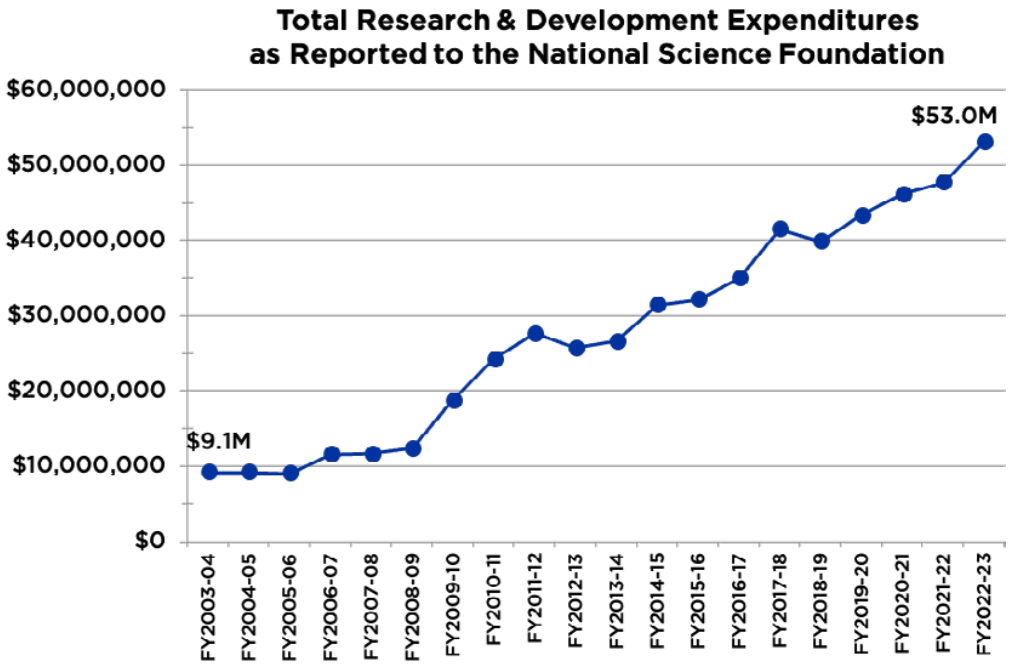
in research awards this past year, a 43% increase over the last five years.

Boise State has fostered a steady increase in research proposal submissions — twice as many as we had 20 years ago — and in the number of globally competitive research awards. The total of proposal submissions has **more than doubled** over the last 20 years.



Even more remarkable is the dramatic increase in research funding dollars awarded to the university. Over the last 20 years, total research and development expenditures have **increased six-fold**, from $9.1 million to $53 million. And despite the challenges presented by COVID-19 to the campus research community in the recent past, total research and development expenditures continued to grow, increasing by 22%, or $9.7 million, from FY20-FY23.

Currently funded work ranges from researching election cybersecurity, to evaluating farmland conversion impacts in the Treasure Valley, to better understanding the earthquake that shook the region in March 2020, to revolutionizing aerospace manufacturing.



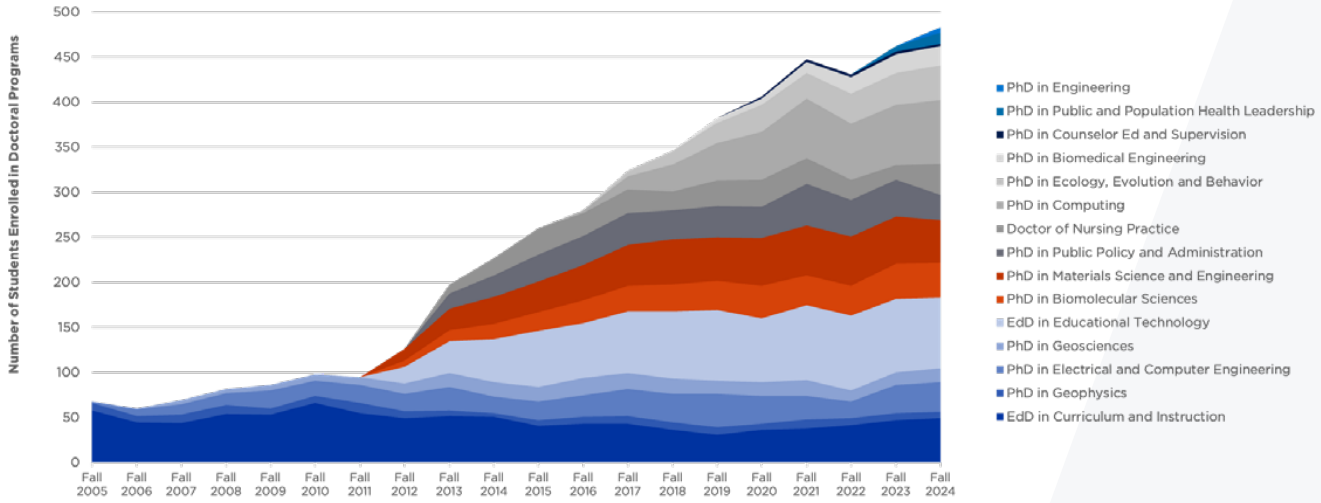
DOCTORAL PROGRAMS

Creating research intensive graduate programs, especially doctoral programs, and recruiting active research faculty to the university have helped advance not only our students, but Boise, the state of Idaho, and, more broadly, the world by fostering discovery and innovation.

Creating successful and impactful doctoral programs is at the core of Boise State's critical service to the community, state and region.

Boise State has continued to create new doctoral programs: Ph.D.s in materials science and engineering; biomolecular sciences; public policy and administration; ecology, evolution and behavior; computing; biomedical engineering; counselor education and supervision; public and population health leadership; an Ed.D. in educational technology; and a Doctor of Nursing Practice. In fall 2024, the Ph.D. in Engineering enrolled its inaugural class of students.

The following figure shows the growth in the number of doctoral programs and their enrollment over the last 20 years. Doctoral student enrollment has increased by 85% over the last 10 years, from 260 in fall 2015 to 482 in fall 2024.



STRATEGIC PLAN IMPLEMENTATION

Carnegie Foundation
Elective
Community Engagement
Classification

Goal #4: Foster Thriving Community.

Promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

We are strongly committed to caring for our community and we embrace the opportunity to imagine and implement new ways to better serve the various communities within our sphere of activity, including and foremost all members of the campus community.

In 2006, Boise State was one of **only 76 universities** in the nation initially selected by the **Carnegie Foundation as a Community Engaged Institution.** That classification was renewed in 2015 in recognition of the myriad ways that Boise State actively works to align with the cares, interests and activities of our local and state community. This commitment to service has been, and continues to be, a defining feature of the university.

Boise State successfully renewed its classification as a Carnegie Community Engaged Institution, covering the period from 2024 to 2032.

This application report laid the foundations for our recently awarded National Science Foundation project (TRANSFORM), which is geared towards supporting faculty and staff to work closely with community partners. In addition, Boise State successfully received the inaugural Carnegie designation in **Public Service Leadership, becoming one of only 11 universities** that hold these two Carnegie classifications simultaneously.

ONLINE PROGRAMS

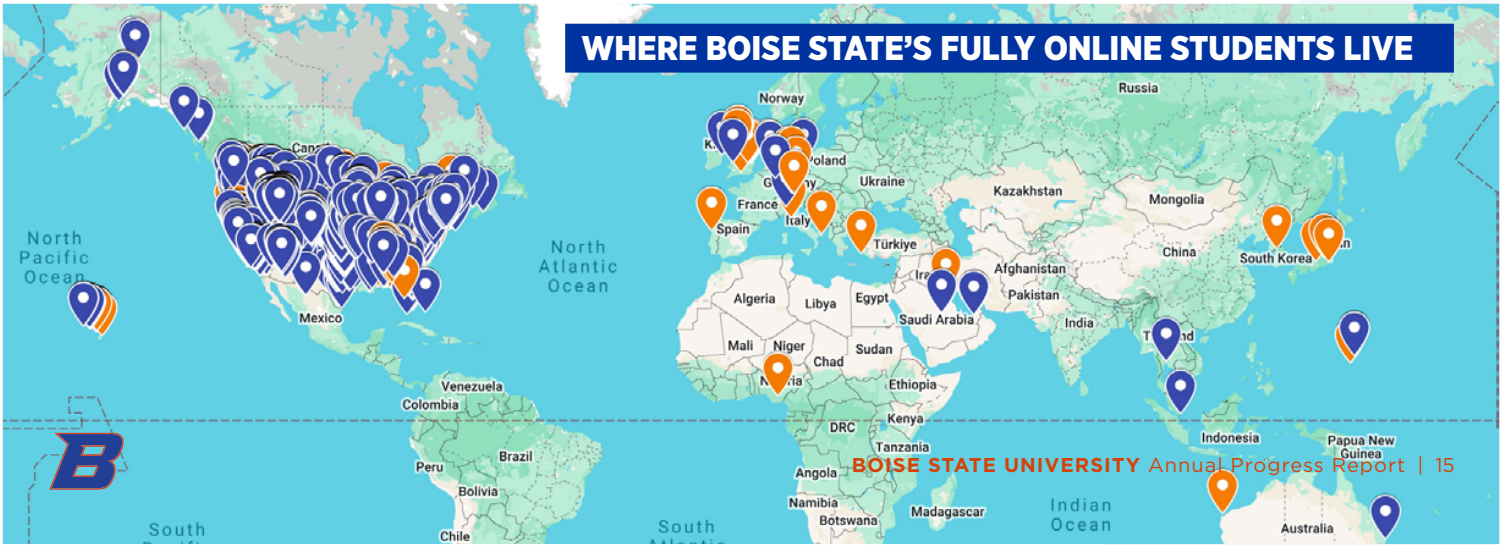
5,698
degree-seeking students in fully online programs

Boise State has greatly expanded educational access across Idaho and beyond, enrolling **5,698 degree-seeking students in fully online programs** in 2023-24. The university now has over 100 fully online degrees and certificates that can be accessed any time, creating opportunities for busy working adults and others who cannot come to a university campus.

Over the past decade the university has made strategic investments in infrastructure and staffing to develop and deliver an array of online programs and to effectively serve online students. The vast majority of this was done with no new state funds. Instead, the university leveraged the SBOE-approved Online Program Fee and Self-Support funding models.

Boise State FY24 online highlights:

- Idahoans comprise 40% of the population (2,298 of 5,698).
- 28% of distinct graduates completed a degree or certificate in a fully online program.
- The majority of students enrolling in online programs are adult learners; they typically have jobs, have families, and don't live near campus. Despite these hurdles, students graduate from Boise State online programs at a rate of 74%.
- These online programs are created to address workforce needs and are intentionally designed to address the needs of online learners. Distinguishing features include: anytime/anywhere delivery; a year-round calendar featuring seven-week sessions and six entry points per year; holistic student support including intensive high-touch advising; and a stackable design that allows students to earn certificates on their way to a bachelor's degree.
- In 2022, a university working group looked at the future of online programs and made recommendations based upon a projected growth to 10,000 fully online students in this decade.
- In addition to the distance students who took all their courses online, our campus-based students took a number of online courses to add much-needed flexibility to their schedules. Altogether, 20,307 students took at least one online course, and 36% of all the university's credit hour generation was from online courses.
- These online courses and programs are taught by Boise State faculty embedded in the university's colleges and academic departments.



STRATEGIC PLAN IMPLEMENTATION

Goal #5: Trailblaze Programs and Partnerships.

Boise State University participates in many collaborative programs and community partnerships with academic, research, non-profit and other community organizations.

Our university is leveraging existing partnerships and programs and developing new opportunities with Idaho employers and private partnerships to address workforce, research, educational and service needs. Expanding partnerships across Idaho will help ensure rural communities have access to high-quality educational programming that fits their needs.

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

MICRON PARTNERSHIP MEANS REAL-WORLD EXPERIENCE FOR BUSINESS AND ENGINEERING STUDENTS

Boise State students are gaining **real-world industry experience in semiconductor research and development** through a unique partnership with Micron that provides students hands-on experience and opportunities for future employment.

Micron shares real data related to their supply chain challenges with Boise State supply chain management and engineering students. Over four months, the students analyze the information, meeting regularly with the Micron team, then present their solutions to Micron leadership at the end of spring semester.

“So often students are given a problem and told to use a specific tool to solve the problem. Instead, we give them a problem and ask them to solve it using what they’ve learned,” said Jacob Garofalo, who participated in the program as a student and now works at Micron. “The pillars of the program are for the students to work as a cohesive team, develop data analysis and presentation skills, and to grow professionally so they’re ready to walk into a work environment. We see so many lightbulbs go off throughout the semester, and by the end the students can speak confidently about the work they’ve done.”

NEW POSITIONS **focused on growing partnerships, both in number and depth:**

- Director for University Industry Collaborations
- President's Professor of Public Scholarship and Engagement

U.S. COUNCIL ON COMPETITIVENESS

Boise State, the Council on Competitiveness and Idaho National Laboratory partnered to host a national gathering of educators, CEOs, government officials and industry leaders in August 2024. Together, these leaders sought to uncover the best practices and policies driving regional innovation, attract national attention and greater support for the most promising regional initiatives, and develop strategies to scale and deploy place-based innovation best practices across the United States.

Three industries are setting the innovation pace across the state and the Mountain West — each primed to change fundamentally how we live and work, and how we secure America in an era of turbulence and transformation: semiconductors, cybersecurity and advanced nuclear. Boise State is advancing partnerships, academic offerings and research across all three critical areas.

Idaho's emergence as a semiconductor powerhouse is a result of distinct, harmonious, intentional and strategic collaboration between education, national laboratories, government and business to develop the platform technology — and its workforce — supporting innovation and growth in nearly every other economic sector.

A RENEWED PARTNERSHIP WITH VIETNAM

Boise State is proud of its **longstanding partnership with National Economics University**. The two universities have worked together for approximately 30 years, preparing students to be successful in business, government and as educational leaders. The recent establishment of a 2+2 Bachelor's of Business Administration program in Entrepreneurship Management for undergraduate students is an exciting step forward in providing the opportunity for students to earn a premium brand education that opens doors to working in global business. Students study for two years at National Economics University and for two years at Boise State University in earning an American bachelor's degree.

INSTITUTIONAL DATA

Enrollment

Enrollment Fall 2024 (October 15 census) *Source: IE University Enrollment Report*	Headcount
Undergraduate Degree-seeking	17,683
Graduate Degree-seeking	2,804
Early College/Dual-credit	6,152
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	611
Total	**27,250**

Annual Headcount Enrollment *Source: PSR-1 Annual Enrollment Report, reflects "system total" no exclusions*	2022-23
Undergraduate Degree-seeking	19,440
Graduate Degree-seeking	3,553
Early College/Dual-credit	7,446
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	2,587
Total	**33,112**

2023-24 Graduates

Degree and Graduate Certificate Graduates *Source: IPEDS Completions Report (IE)*	Distinct Number of Graduates
Associate Degree	316
Undergraduate Certificate	666
Baccalaureate Degree (Academic)	3,964
Graduate Certificate	141
Master's Degree	1,073
Educational Specialist Degree	15
Doctoral Degree	72
Total Distinct Graduates	**5,464***

*Note: the sum of the distinct graduates does not equal the overall distinct number of graduates because students can complete more than one degree

Employee Nov 2023 Shapshot	Full-Time	Part-Time	FTE	%
Faulty	815	677	1,041	33.1%
Professional Staff	1,633	50	1,650	52.4%
Classified Staff	449	28	458	14.6%
Total	**2,897**	**755**	**3,149**	**100.0%**

Revenue and Expenditures for FY2024

Operating Revenue	FY2024
Student Tuition and Fees (Gross)	233,692,067
Scholarship Discounts and Allowances	(37,093,800)
Federal Grants and Contracts	61,089,368
State and Local Grants and Contracts	6,071,454
Private Grants and Contracts	4,622,534
Sales and Services of Educational Activities	10,927,147
Sales and Services of Auxiliary Enterprises	91,328,618
Other	1,936,827
Total Operating Revenues	**372,574,215**

Operating Expenses	
Instruction	162,541,444
Research	50,960,531
Public Service	31,829,583
Libraries	6,609,882
Student Services	25,227,042
Operation & Maintenance of Plant	38,452,381
Institutional Support	48,812,522
Academic Support	47,687,252
Auxiliary Enterprises	116,613,843
Scholarships and Fellowships	8,885,782
Depreciation	30,452,963
Total Operating Expenses	**568,073,225**
Operating Income/(Loss)	**(195,499,010)**

Non-operating Revenues/(Expenses)	
State Appropriation - General	131,631,655
State Appropriation - Maintenance	3,610,496
Pell Grants	22,780,165
Gifts	41,287,938
Net Investment Income	12,773,832
Change in Fair Value of Investments	1,435,909
Interest	(8,683,316)
Gain/Loss on Retirement of Assets	7,276,928
Federal Aid Grant Revenue	—
Loss on Perkins Federal Capital Contribution	—
Other Non-operating Revenue/(Expense)	(90,837)
Net Non-operating Revenues/(Expenses)	**212,022,770**

Other Revenue and Expenses	
Capital Appropriations	1,506,752
Capital Gifts and Grants	6,684,383
Total Other Revenues and Expenses	**8,191,135**
Increase in Net Position	**24,714,895**
Net Position - Beginning of Year	**582,803,824**
Net Position - End of Year	**607,518,719**

Research and Economic Development

	FY2020	FY2021	FY2022	FY2023	FY 2024
	Office of Technology Transfer				
Invention Disclosures	22	16	13	10	7
Patent Applications Filed	28	20	18	12	22
Patents Issued	5	1	8	8	7
Licenses/Options/Letters of Intent	19	22	32	51	46
License Revenue	$15,996	$8,500	$14,456	$25,678	$31,585
Startups	0	0	1	1	1
FTEs	2.25	2.1	1.5	1	1

Number of protocols reviewed by:	Office of Research Compliance				
Institutional Biosafety Committee	68	68	68	74	97
Institutional Animal Care and Use Committee	82	68	67	76	73
Social and Behavioral Institutional Review Board	494	509	473	465	450
Medical Institutional Review Board	32	33	48	42	50

	Office of Sponsored Programs				
Total # of Proposals Submitted	506	598	606	569	576
Total # of Awards	411	425	422	416	392
Total Sponsored Projects Funding	$58.2M	$65.3M	$68.0M	$91.0M	$83.4M
Total Research and Development Expenditures as reported to NSF	$43.3M	$46.1M	$47.6M	$53.0M	not available at this time
Externally Funded Research Expenditures	$29.8M	$34.7M	$35.3M	$39.9M	$43.1M

BOISE STATE UNIVERSITY FOUNDATION

Fiscal Year 2024 — Another Record Fundraising Year

At Boise State University, we have a driving purpose and spirit that unites faculty, students, staff, alumni and friends as we tackle the most formidable challenges of our time.

The 2024 fiscal year was a significant one for University Advancement and the Boise State University Foundation. We publicly launched Unbridled: The Campaign for Boise State University in October 2023. We also broke our philanthropic record for the **third consecutive year**, with giving totaling $61.3 million from 28,146 individual donors. In June 2024, we received approval to merge the division of University Advancement into the Foundation effective fiscal year 2025.

Endowment Performance

The Boise State Foundation exceeded its short-term objective of maintaining its purchasing power despite market fluctuations. In fiscal year 2024, the portfolio posted an annual return of 12.07%, comparing favorably with our benchmark return (13.1%) and the median return for foundation endowments less than $500M (11.65%).

At the close of fiscal year 2024, the market value of the Boise State Foundation's total endowment investment portfolio grew to more than $164.5 million, a function of market gains and new gifts from donors. Over the past 10 years, the foundation's total endowment has grown by more than 72% while supporting Boise State's students, faculty, research programs and athletics.

In 2024, 27% of the Foundation's total distribution to the university came from endowment payout. The Foundation made more than $5.5 million available for distribution to augment the university's operating budget in critical areas such as student financial aid as well as research and academic program support.

Looking Forward

Unbridled: The Campaign for Boise State University is the university's most ambitious philanthropic and alumni engagement campaign in its history, with a fundraising goal of $500 million by 2028 to make key investments in endowed scholarships, endowed faculty positions and Bronco Athletics.

As of June 30, 2024, the Unbridled campaign had raised $346.9 million, including:

- **$81.4 million in student support**, with nearly $60 million of this for endowed scholarships
- $37.0 million for faculty and research support
- $130.8 million for Athletics' What's Next initiative

Momentum for the campaign continues at an exciting pace. A groundbreaking for the new Construction Management building is scheduled for early spring. This building will provide a state-of-the-art facility to provide students with academic and professional training, allowing them to ultimately contribute to Idaho's rapidly expanding growth and workforce development.

The Foundation continues its strong partnership with Athletics, particularly with fundraising for the North End Zone Project and the creation of BroncoPRO. Leadership in both the Foundation and in Athletics regularly collaborate to navigate the ever-shifting landscape of collegiate athletics and ensure Boise State remains competitive and at the forefront of emerging trends.

Unbridled's early success and its three key pillars–student access and success, faculty innovation and What's Next for athletics–strongly align with the university's strategic plan. The success of the campaign continues to support not only the university's strategic growth but also the educational and workforce needs of the state.

Increased FInancial Aid

In 2024, donors endowed 35 new scholarships and one endowed graduate assistantship, totaling $19.8 million awarded to students.

True Blue scholarships made up almost 18% of new endowed scholarships in fiscal year 2024. Awarded based on financial need and merit, they are an important tool for helping Idaho students receive a college education in their home state. New endowed scholarships included:

- Marjorie and Charles Williamson True Blue Business Endowed Scholarship
- Snowetti True Blue Endowed Scholarship
- Wolff Family True Blue Business Scholarship
- Flandro Family True Blue Business Scholarship
- Ewan Dodson Family True Blue Scholarship
- Moylan Family True Blue Business Scholarship
- Dr. Alan W. Frankle True Blue Scholarship
- Tenacity True Blue Business Scholarship

It is Boise State's mission to make a **college education accessible to all**. Endowed scholarships help more students pursue a higher education, regardless of their circumstances. The Foundation's Scholarship Endowment Bridge Program provides a match for these types of endowed scholarships, making their impact even greater.

COLLEGE OF ARTS AND SCIENCES

91
DEGREE PROGRAMS OFFERED

49
UNDERGRADUATE CERTIFICATES OFFERED

5,923
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

NEUROSCIENCE

PROFESSIONAL AND PUBLIC WRITING

MUSIC PRODUCTION

ARTS ENTREPRENEURSHIP MINOR SETS STUDENTS UP FOR CAREER SUCCESS

Morgan Kelly, a junior majoring in theatre and double-minoring in music and arts entrepreneurship, is a passionate advocate for the arts entrepreneurship minor at Boise State University.

Experiential learning is one of the keystones that brings the College of Arts and Sciences more than 20 departments together under a common banner, and the arts entrepreneurship minor in the School of the Arts is a paragon case of the sort of hands-on education the college prizes.

Arts entrepreneurship is a pathway for students to take their artistic talents out of the classroom and into the real world, where they develop the skills and mindset to become creative entrepreneurs.

The program requires courses that prepare students for work in the creative sector. They hear from working artists, learn business skills specific to creative careers and land internships in their chosen fields. The program also pairs well with add-ons like the new music production certificate or the +business certificate, which students can take in lieu of elective credits.

Sue Latta, lecturer in the School of the Arts, built the program in 2018 with post-graduation outcomes in mind.

"We're here to help students prepare for careers in the creative economy," Latta said.

Students experience the program's benefits firsthand, and they're among the arts entrepreneurship minor's most passionate supporters.

"The arts entrepreneurship program has been positively influential on my view of how to successfully live as an artist and how to exist in a cut-throat environment as a whole," said Kelly.

Kelly appeared in the 2024 campus production of The Sound of Music as Maria Rainer. She hopes to continue performing after graduation. The AE105 course, Conversations with Working Artists, has supported that goal by putting her in touch with successful artists like Eric Gilbert, co-founder of Treefort; Zach Voss, a local videographer and editor; and Mike Doherty, a New York City-based actor.

"Sue has **stressed the importance of learning business foundations** as a way to combat the stereotype of the 'starving artist,' and **empower young artists with tools for success** in their respective fields after graduating college," Kelly said. "Young and emerging artists need this program, even if they don't realize it."

COLLEGE OF BUSINESS AND ECONOMICS

IGNITING A DRIVE TO SUCCEED

Nick Lloyd is a first-generation Idaho student studying accountancy and finance, and he's finding success at Boise State and beyond.

He spent summer 2024 on both coasts, taking part in two prestigious programs geared toward exceptional students in their fields.

First, he traveled to Boston, Massachusetts, for Harvard's competitive Summer Venture Into Management Program, where he attended classes and got a peek into life as an MBA student at Harvard Business School. Then he headed across the country to Redmond, Washington, where he was one of 48 of 4,000 applicants selected for a 12-week internship in the Microsoft Finance Leader Rotation Program. He interned as a summer analyst, and following that experience, he signed an offer with Microsoft to return to the program full-time after he graduates.

"As a COBE student, I've been fortunate to have many incredible opportunities which have driven my ability to succeed in various roles," Nick said. "The college's integration of club support, professional development and academic excellence has enabled me to complete five internships and hold leadership roles in eight student organizations, while double majoring. As a Pell-eligible first-gen student, attending college was frightening for a number of reasons, but the support system that continues to grow within the College of Business and Economics was key to my success. I am a proud Bronco and will forever be grateful for the **relentless efforts that Boise State makes to help students succeed**."

In 2023, Nick received the Public Company Accounting Oversight Board (PCAOB) Scholarship recognizing his academic excellence and ethical standards. This $10,000 scholarship is awarded to a select group of accounting students nominated by an accredited accounting program.

Beyond the classroom, Nick is actively involved in the campus community. He serves as the ASBSU associate vice president of Academic Affairs, president of Beta Alpha Psi, holds leadership roles in several other campus organizations and co-founded both Boise State's Investment Banking Club and Special Olympics Club. In recognition for his dedication and involvement, Nick received Boise State's 2024 Commitment to Community Campus Award.

Nick will graduate in spring of 2025 with dual majors in Accountancy and Finance, and a minor in Analytics. You may have seen him in Boise State's Out of the Blue campaign, as one of the university's trailblazing students. Nick hopes to spend his remaining time at Boise State mentoring the next generation of accounting students.

29
DEGREE PROGRAMS OFFERED

7
UNDERGRADUATE CERTIFICATES OFFERED

4,367
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

BUSINESS ANALYTICS

CYBERSECURITY MANAGEMENT

INFORMATION SYSTEMS AND CONTROL

COLLEGE OF EDUCATION

38
DEGREE PROGRAMS OFFERED

6
UNDERGRADUATE CERTIFICATES OFFERED

1,385
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

GENERATIVE AI IN EDUCATION

OUTDOOR EDUCATION AND LEADERSHIP

MEET FIRST-GENERATION COLLEGE STUDENT NAYELI SAMAGUEY

Nayeli Samaguey, a first-generation college student born and raised in Melba, always had a passion for working with children while helping them learn and grow.

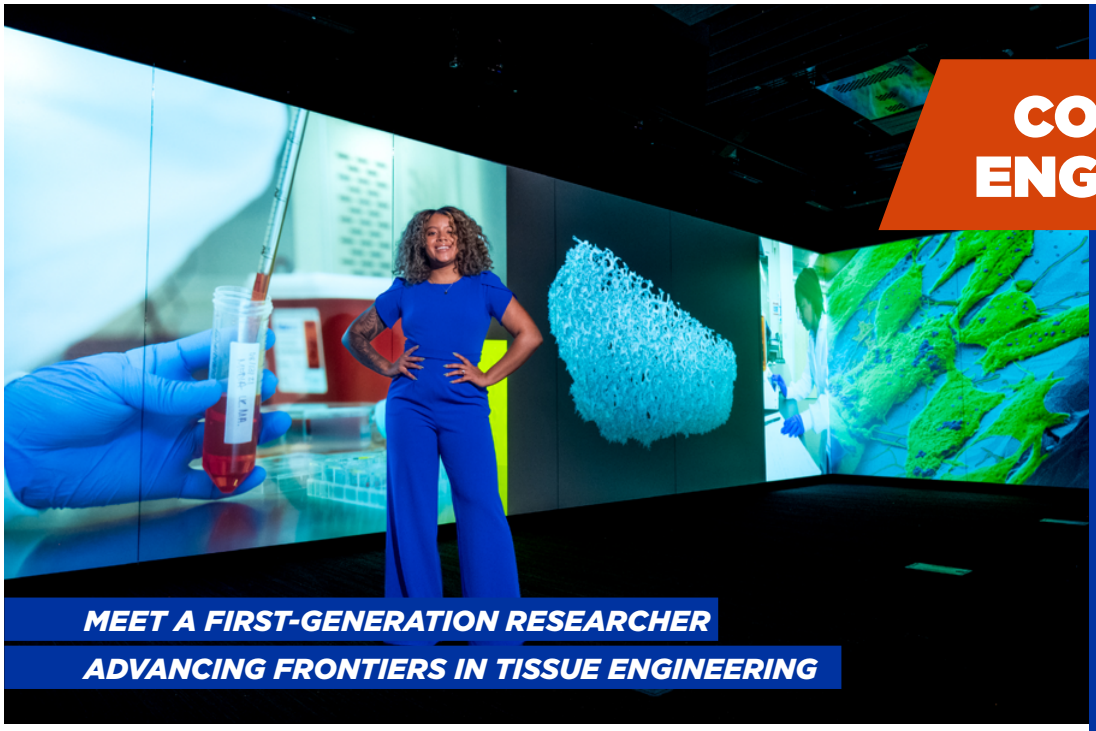
Now in her professional year as an intern in a bilingual classroom at Reed Elementary in Kuna, Samaguey will graduate next spring with the experience she needs to make a difference in the classroom.

Though being a first-generation student comes with challenges, Samaguey found mentorship through the TRIO program in high school and at Boise State, and from parents who wanted a better life for themselves and Samaguey.

“Though my parents never went to college, they supported my dreams and have been with me every step of the way,” said Namaguey. “They knew college was in my future before I knew.”

The teacher education program in the College of Education provides an immersive experience for teacher candidates like Samaguey, **pairing them with a mentor teacher in a classroom to ensure candidates have on-the-job experience** and are prepared to teach in their own classrooms when they graduate.

“Being an intern has been a great and very rewarding learning experience,” said Samaguey. “Being in the classroom is very hands-on. I am fortunate to have built relationships with students, to the point where they are comfortable to express themselves.”



MEET A FIRST-GENERATION RESEARCHER ADVANCING FRONTIERS IN TISSUE ENGINEERING

Biomedical engineering doctoral student Mone't Sawyer didn't always see herself as a scientist or engineer.

At one time in her life, she thought scientists weren't allowed to be creative, so her creative spirit wouldn't be allowed to shine pursuing a career in STEM fields.

Boise State University and the College of Engineering have provided the space for Sawyer to bridge her creative passions with her background in materials science and engineering to her research in biomedical engineering.

In September, the doctoral candidate's creativity shone front and center in the American Chemical Society's Applied Bio Materials journal as her **first lead publication on tissue engineering applications landed her on the cover**.

When Sawyer started college, she enrolled as a dual major in psychology and criminal justice. Her goal was to become a profiler with the FBI. After two years, she realized the passion she once had for the things she was learning had fleeted.

"I wanted to go to NYU when I graduated high school but I am a first-generation college student and paying for school myself when scholarships weren't enough limited where I could attend," Sawyer said. "Looking back, I'd say that the universe was guiding me here because the impact Boise State has had on me, and me on it, has guided my life in a direction that I am so incredibly proud of."

Sawyer then set her trajectory toward planes, specifically becoming a pilot. While a career as a pilot briefly lasted, she realized she was more interested in the intricacies of the plane, how it is made, what it is made of and how it can be optimized. Honing in on a new passion all that was left was an outlet to study it. It's here in the Micron School of Materials Science and Engineering where faculty like Eric Jankowski changed her trajectory once again.

"I owe my own discovery of my passion for research to him," Sawyer said. "Mentorship can make or break any research experience. I count myself incredibly fortunate to not have one, but two, advisors that have pushed me to be the best scientist I can be."

COLLEGE OF ENGINEERING

42
DEGREE PROGRAMS OFFERED

21
UNDERGRADUATE CERTIFICATES OFFERED

3,242
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

PHD IN ENGINEERING

PHD IN BIOMEDICAL ENGINEERING

CYBER OPERATIONS AND RESILIENCE

SEMICONDUCTOR OFFERINGS

COLLEGE OF HEALTH SCIENCES

19
DEGREE PROGRAMS OFFERED

13
UNDERGRADUATE CERTIFICATES OFFERED

5,729
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

NEUROSCIENCE

EXERCISE, PHYSICAL ACTIVITY AND SPORT

HEALTH DATA ANALYTICS

NEW PROGRAM, NEW STUDENT

Getting excited about Boise State's Neuroscience program

Maddy Hughes grew up in Meridian. To her, Boise State has always been the hometown school and while it was fun to go to their football games, Maddy didn't think she wanted to attend Boise State. The launching of a brand new, unique bachelor's degree in neuroscience changed everything for her.

Hughes has been fascinated with neuroscience since she started researching psychology and physical traits of the brain — mostly on her own — as a high school junior. Her passion and fascination with neuroscience grew and grew. She quickly knew that she wanted to spend the rest of her life learning about the complexity of the human brain and conducting research to help people in new ways through neuroscience. Childhood cognitive development among cultures throughout the world is of particular interest to her and she hopes to study abroad while in college.

Hughes almost left Idaho for college. But when she was looking at Boise State's website a few days before her orientation, she discovered that Boise State was just starting a new undergraduate degree in neuroscience in fall 2024, which was to be her first semester of college too. Suddenly Boise State was interesting and exciting.

It's been several years in the making, but Boise State launched the first undergraduate neuroscience program in Idaho with collaboration from faculty in biology, psychology, kinesiology, special education, computer science, linguistics and more.

Each neuroscience major will participate in at least one year of formal research. Hughes is getting a jump start on this requirement in her first semester thanks to her faculty mentor and one of the founding faculty of the program, Bob Wood.

Hughes met Wood, the director of the School of Allied Health Sciences and associate dean of research for the College of Health Sciences, during her first week of classes. Wood helped her change out several classes to help align her studies with her interests. She's most excited about her neuroscience research course — a rare course for a first year student.

Hughes has found a mentor in Wood and she is grateful for all of his support and the support of her peers through the Neuroscience Interest Group that Wood formed. The group is made up of students, faculty, and others united by their interest in neuroscience.

"The neuroscience program has had a positive impact on me by just **how invested all of the faculty and staff are in their students' success**," Hughes said. "The excitement and adrenaline in this community is astronomical. Everybody wants everybody to succeed; the team they have put together to help us do it has really made the backbone for the students' success.

"It really feels like this was the track that was meant for me."

COLLEGE OF INNOVATION AND DESIGN

3
DEGREE PROGRAMS OFFERED

9
UNDERGRADUATE CERTIFICATES OFFERED

236
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

AI FOR ALL

FUNDAMENTALS OF BEER AND WINE

STUDENT MAPS HIS INTERESTS TO NEW WAVE OF CAREERS

Jake Vegas's journey into the Digital Innovation+Design program at Boise State University started with a curiosity about media and a keen interest in design.

"I had recently stumbled upon Google's UX/UI Research and Design Certification and absolutely loved it," he said, "so much so that I wanted to see if I could make it a career."

After some exploring, Jake found Boise State's Digital Innovation+Design program and realized it was exactly what he had been looking for. Now, as a student in the College of Innovation and Design, Jake says, "The rest is currently unfolding, and I'm loving it!"

So far, Jake's coursework has taken him through subjects ranging from psychology to career hacking to creative concepting. One of his standout classes? Leadership. "It's really inspiring and unique to see the different degree backgrounds of people taking the course," he says. The variety of perspectives has broadened his understanding of how leadership can manifest in diverse professional environments.

When asked if the program has prepared him for the "careers of the future," Jake is quick to affirm. "I 100% agree. **These courses give a major edge on the new wave of careers and how they are adapting**," he explains. "I feel like I'm learning skills that leverage my creativity and critical thinking, and I'm already seeing the impacts in my school, work, and personal life."

But it's not just Jake's studies that inspire him. Last year, he embarked on a solo backpacking trip around the world, visiting 13 countries in 30 days. "A trip that I will remember forever is an understatement," Jake reflects. His journey pushed him out of his comfort zone, allowing him to explore new cultures and forge connections across the globe.

"Jake's curiosity, flexibility, and appetite for discovery are hallmarks of our Digital Innovation+Design students," says Jen Schneider, Interim Dean of the College of Innovation and Design, which focuses on designing programs that provide immediate value to students and prepare them to be creative leaders in the workplace. "It's a reminder that learning and growth often extend beyond the classroom."

SCHOOL OF PUBLIC SERVICE

21
DEGREE PROGRAMS OFFERED

7
UNDERGRADUATE CERTIFICATES OFFERED

1,328
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

PUBLIC SERVICE LEADERSHIP

LEGAL STUDIES

ENVIRONMENTAL MANAGEMENT

FROM THE BLUE TURF TO A NEW TURF

Meet Saige Caldwell, SPS Capital Connection student

Last summer, Saige Caldwell received a flier in the mail advertising a brand-new opportunity at Boise State — the Capital Connection program, where students live, study and intern in Washington, D.C. for a semester.

A rising senior in the Political Science program at Boise State, Saige is interested in criminal advocacy and public interest law, and she recognized the value that an experience in D.C. would bring for her future career plans.

In the program, students complete an internship in addition to a full semester of online classwork. When choosing her internship program, Saige was drawn to an opportunity at Georgetown Law in their Public Defense Clinics, where new lawyers work as fellows in their first and second years post-graduation. Specifically, she interned for the Juvenile Justice Clinic alongside two lawyers and another intern. Her role in this program was as a primary investigator for every case brought to the clinic. Saige described the program as an intense but extremely rewarding learning experience that helped to solidify her future academic and career goals.

"To go and work in an office where I was directly working with clients- I was visiting people while they were incarcerated, I was taking them to services afterwards to get them the resources they needed to be successful... to have an impact directly on individuals' lives is something that really fueled me and was an experience that I had never been able to have before."

Through the connections she made in her internship, Saige was able to receive mentorship and direction from individuals who work in the career she is hoping to pursue.

"My alumni mentor through the Capital Connection program was Monica Hopkins, the executive director of the ACLU in D.C....we grew a really strong relationship while I was there and we bonded over our passions for civil rights and advocacy."

Saige's time as an intern in Washington, D.C. was an **experience that she feels is well worth it for learning more about a desired career field and forming invaluable connections that help students move forward** in their next steps. She was the first intern from Idaho in the Georgetown Law program, and she emphasized the importance of stepping outside your comfort zone and gaining experience in a completely different place:

"I cannot recommend this program enough, specifically the internship I did, for challenging yourself and gaining a new perspective that you might never have had the opportunity to experience before, especially coming from Idaho."

In spring of 2025, the Capital Connection program will be sending its second cohort of students to Washington, D.C. Learn more about the program and how you can support its students by visiting the Capital Connection website.

TWO STUDENT RESEARCHERS EARN PRESTIGIOUS 2024 GOLDWATER SCHOLARSHIPS

Sara Alsaifi and Jasmine Baclig are the latest Boise State students selected for Goldwater scholarships — the country's most historic and prestigious national scholarships in natural sciences, engineering and mathematics.

Sara Alsaifi and Jasmine Baclig are the latest Boise State students selected for Goldwater scholarships – the country's **most historic and prestigious national scholarships in natural sciences, engineering and mathematics**. Alsaifi and Baclig were chosen for their potential to become the next generation of research leaders in these fields, and they join nine other Boise State students who have received Goldwater scholarships dating back to 1991.

"I am so proud of Sara and Jasmine," said Kate Huebschmann, Honors College assistant director and fellowships advisor. "Throughout their Goldwater application process, I was impressed at their ability to synthesize information, work proactively towards their goals and persevere through difficulty — all the same qualities that have made them fantastic researchers during their time here."

This is the third time in Boise State history that two students have won in a given year. They are among 438 fellow Goldwater Scholars out of a pool of 1,353 science, engineering and mathematics students (nominated by 446 academic institutions).

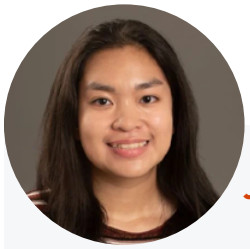
"They will have an incredible impact on the fields of drug discovery and disease treatment, and I look forward to celebrating their future successes," Huebschmann added.

SARA ALSAIFI

Sara Alsaifi hopes that her research will better understand the mechanisms of neurological diseases, finding more effective treatments for these ailments. Alsaifi is majoring in biology with minors in chemistry and psychology She was born in Baghdad during the Iraq War. Her parents left their families and occupations as physicians to seek refuge in Syria before fleeing to the U.S. When she arrived in America, Alsaifi struggled with the language barrier and keeping up with the pace of her classmates. She had to relocate to three different schools for better support.

"Despite these hardships, my parents taught me to never limit my dreams and to relentlessly pursue them no matter the circumstances," she said.

Alsaifi will pursue a master's and Ph.D. in molecular biology after she completes her undergraduate degree next year.



JASMINE BACLIG

Jasmine Baclig is a chemistry major, minoring in computer science with a certificate in Spanish. Baclig's family moved from the Philippines to the U.S. when she was in the eighth grade, and she became the first in her family to study in America.

During her first year at Boise State, Baclig became passionate about research. "Though I was elated to start my first research project, I was also anxious and nervous about messing up," she said. "But upon doing my first experiment, a postdoc said I was the first to purify RNA in the lab, which boosted my confidence. So I thought, 'Maybe I'm cut out for research.'"

Baclig intends to pursue a Ph.D. in biomolecular science. She hopes to explore ways nucleic acids can be utilized in drug discovery to provide long-lasting, curative therapy for various diseases.

HONORS COLLEGE

1,141
STUDENTS CURRENTLY SERVING

109
NATIONALLY COMPETITIVE AWARD WINNERS AND FINALISTS IN THE PAST 10 YEARS

IDAHO RECORD

In 2020,
5 Fulbright Scholarship winners and
2 Truman Scholars

In 2023-24,
4 Fulbright winners,
2 Goldwater Scholars,
and a Critical Language Scholar

ONLINE

104
DEGREE PROGRAMS OFFERED

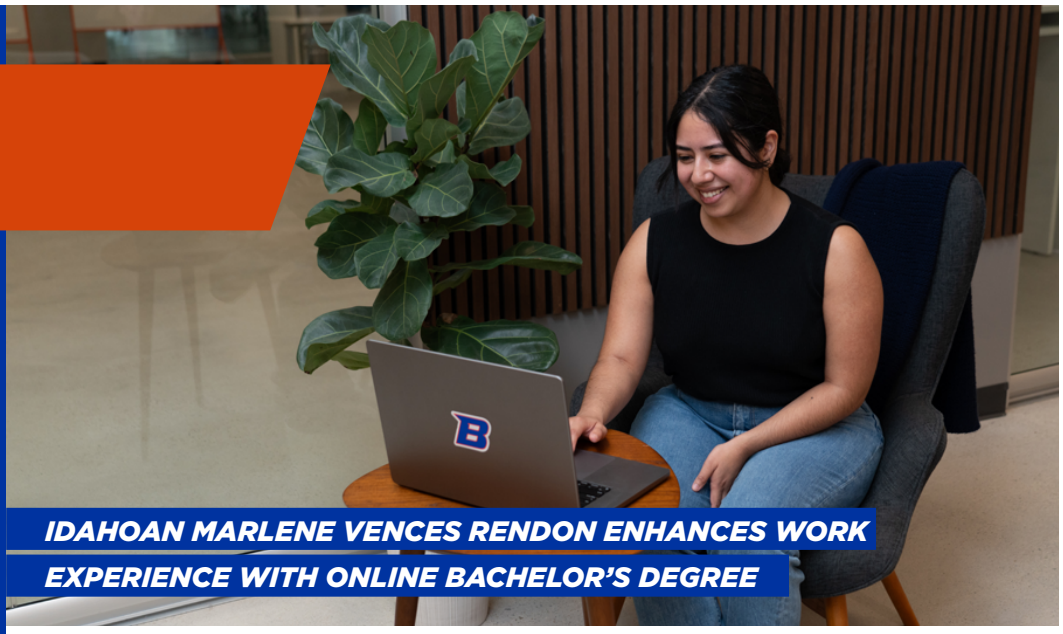
4,273
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

NONPROFIT MANAGEMENT

DESIGN THINKING FOR PROFESSIONAL PURPOSE AND PERSONAL FULFILLMENT

ARTIFICIAL INTELLIGENCE FOR ALL



IDAHOAN MARLENE VENCES RENDON ENHANCES WORK EXPERIENCE WITH ONLINE BACHELOR'S DEGREE

Marlene Vences Rendon earned associate degrees in anthropology and media arts from the College of Western Idaho (CWI) before combining them to fulfill her true passion for storytelling.

Now in her third year as a copywriter at Full Swing Public Relations, Vences Rendon is enrolled in Boise State University's online Bachelor of Arts in Integrated Strategic Communications.

"While I've had an amazing opportunity to gain hands-on experience at Full Swing, I've always sought the value of a formal education in preparing me to become an even stronger communicator," she said. "That's why I wanted to learn at Boise State. That's why I went back to school."

Although Vences Rendon didn't take a direct route, there were early indications in her career that she would find her way to becoming a writer.

"Everyone is a storyteller, but I love listening," she said. "Anthropology is the study of people — listening to people, learning about people. Now as a writer, I get to help write and tell people's stories."

The online format is working out especially well for Vences Rendon as she continues to gain real-world experience while earning a degree.

"The **online option was great for me as a working professional**," she said. "I can work my nine-to-five job, and then pop on my laptop to work on homework afterwards from really anywhere. It alleviates some of the stress of being a working student.

Vences Rendon was born and raised in Nampa, Idaho, with two older sisters and hard-working immigrant parents. She began her career as an AmeriCorps VISTA public relations coordinator with LEAP Housing before moving on to Full Swing.

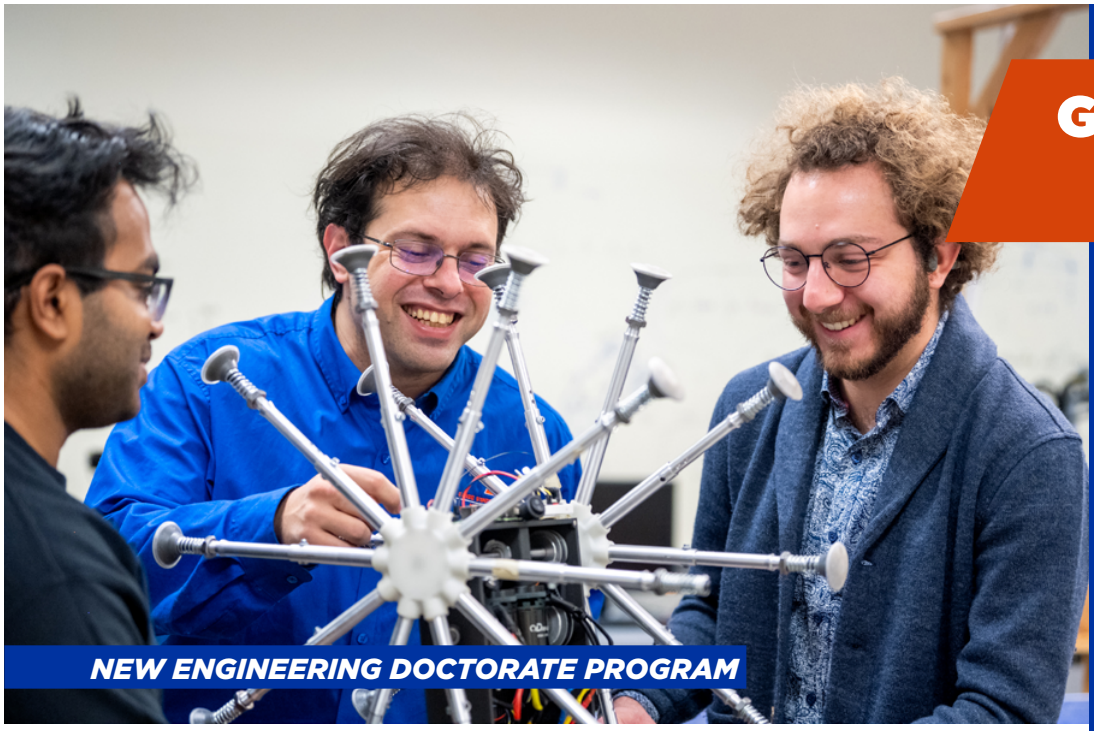
After completing her second associate degree in 2022, Vences Rendon was out of school until enrolling in the bachelor's degree program two years later.

"**Boise State was my top choice**," she said. "I am looking forward to getting those foundational writing skills from the program. My next seven-week course is Writing for Professionals, where I'll learn the skills to help my writing pack an even bigger and more meaningful punch."

As she continues to work toward her bachelor's degree, Vences Rendon hopes to become a product copywriter who writes product descriptions.

"If you're looking to get more hands-on experience building public relations campaigns or communications campaigns, this is a great program for you."

Vences Rendon believes a degree in integrated strategic communications from Boise State will help create career opportunities for her down the road.



NEW ENGINEERING DOCTORATE PROGRAM

GRADUATE COLLEGE

135
DEGREE PROGRAMS OFFERED

2,748
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

GENERATIVE AI IN EDUCATION

DIGITAL COMMUNICATIONS MANAGEMENT

FAMILY NURSE PRACTIONER EMPHASIS, DNP

Boise State University launched its 15th doctorate program — a Ph.D. in engineering — after approval from the Idaho State Board of Education this spring.

With more than 3,000 students in its programs, the College of Engineering identified the need for a new graduate program to broaden engineering education and research, continue to aid social and economic impact in the region and add substantially to the university's research capabilities.

"Boise State's new Ph.D. in engineering program will enable students to conduct **groundbreaking research in numerous engineering fields with potential benefits for our state, region and nation**," State Board of Education President Linda Clark said. "This expanded research capability will provide limitless opportunities for today and in the future."

The program will have concentrations in civil and mechanical engineering and fuel future interdisciplinary research synergies with other departments, colleges and centers within Boise State in fields such as ecology, environmental studies, public policy and sustainability. The program features degree tracks in infrastructure systems, water and environment systems, energy systems, and mechatronics and control systems.

The program offers flexibility in designing an education that fits student needs and is conducive to cutting-edge, interdisciplinary scientific discovery with societal impact across Idaho. The program contributes to Boise State's role in the National Science Foundation's Innovation Corps Hub program within the region.

The primary goal of any engineering project is human welfare and thriving communities. The mission of the new program is to ensure student, graduate and faculty success by preparing graduates who can cross the disciplinary boundaries with the skills and knowledge to advance our communities through research and scholarship.

The program is designed to develop a workforce within Idaho that is capable of understanding the need to be more resilient and sustainable in creating lasting infrastructure that caters to local needs.

The program will be offered jointly by the College of Engineering's civil engineering and mechanical and biomedical engineering departments and the Graduate College.

ATHLETICS

BOISE STATE'S *BLUE TURF THINKING*

STRATEGICALLY POSITIONS THE DEPARTMENT FOR CONTINUOUS ELEVATION IN ATHLETICS & BEYOND WITH A GOAL TO MATCH FACILITIES & EXPERIENCES WITH A *CHAMPION* MINDSET

BUILDING THE NATIONAL REPUTATION

FOCUSES ON A MULTI-YEAR PLAN TO *ENHANCE* REVENUE GENERATION, INFRASTRUCTURE, MARKETABILITY & STUDENT-ATHLETE EXPERIENCE TO POSITION BOISE STATE ATHLETICS FOR *WHAT'S NEXT*

8 MOUNTAIN WEST CHAMPIONS

3.42
HIGHEST CUMULATIVE GPA IN DEPARTMENT HISTORY

163 STUDENT-ATHLETES MADE THE DEAN'S LIST

STUDENT-ATHLETES ACROSS ALL 18 SPORT PROGRAMS EARNED A 3.0+ GPA **85%**

2,645 VOLUNTEER HOURS

63 LOCAL ORGANIZATIONS

338 EVENTS

94% GRADUATION SUCCESS RATE
HIGHEST IN THE MW
SURPASSES ALL-TIME BEST

MOUNTAIN WEST *ACCOLADES*

FOOTBALL
OFFENSIVE PLAYER OF THE YEAR
ASHTON JEANTY

GYMNASTICS
SPECIALIST OF THE YEAR
ADRIANA POPP, BEAM
EMILY LOPEZ, BARS
GYMNAST OF THE YEAR
EMILY LOPEZ

WOMEN'S CROSS COUNTRY
FRESHMAN OF THE YEAR
JULIA KIESLER

SOFTBALL
FRESHMAN OF THE YEAR
SOPHIA KNIGHT

SOCCER
NEWCOMER OF THE YEAR
CINDY CONNER

MEN'S TENNIS
TOURNAMENT MVP
SAM SIPPEL

VOLLEYBALL
CO-PLAYER OF THE YEAR
PAIGE BARTSCH

REVENUE GENERATION

$20.8M
THIRD CONSECUTIVE YEAR TO EXCEED MILESTONE

TICKETS

$8.1M
SURPASSED GOAL

LED MOUNTAIN WEST IN ATTENDANCE

388,500 TICKETS DISTRIBUTED

SEVEN TICKETED SPORTS

17% INCREASE

FACILITIES UPDATES

RESIDENCE HALL

The new student residence hall is nearing its summer 2025 completion date. Crews are actively working on the building envelope, interior systems and finishes. The facility will welcome students during the fall 2025 semester, offering 452 beds for first-year students.

SCIENCE BUILDING

Planning and early design work is underway for the new science research building. The design team is assessing two potential sites, while working with campus stakeholders on early programming decisions. The project will have a Construction Manager/General Contractor (CM/GC) delivery, who has already been selected and is participating in these early conversations. With an overall timeline of five years, Boise State will welcome state-of-the-art research activities in this facility in 2029.

ESI CONSTRUCTION MANAGEMENT BUILDING

The facility is expected to break ground during the early portion of 2025, with initial occupancy later that year. The contractor and design team are finalizing plan review, with site preparation work anticipated in January. The facility will provide classrooms, offices, meeting and laboratory space, and is being constructed with considerable support from the construction industry.

NORTH END ZONE

Groundbreaking is expected for the North End Zone expansion in January 2025. Crews will remove the existing bleachers and begin extensive site preparation work for the future facility. When completed, the project will provide a 360-degree concourse at the stadium, expanded restroom and concession options for all fans, and two club spaces for North End Zone ticketholders. The project will provide a fully equipped commercial kitchen, nutrition accommodations for student-athletes, and storage for stadium operations. The project's completion date will precede the 2026 football season.

APPENDIX: PROGRAM PRIORITIZATION

Idaho State Board of Education Policy III.F: requires the university to engage in program prioritization. Between July 2020 and June 2021, under the direction and guidance of the Board Policy III.F, a total of 604 programs at the university were evaluated: 204 degree and graduate certificate programs; 236 minors, emphases and undergraduate certificates; and 164 administrative and support programs. Most importantly, we developed a **process that is sustainable and integrated with our strategic plan and our strategic budgeting process**, thereby creating a much more comprehensive and effective ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Integrated planning process

Our synchronized submission process allows for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items and the funding needed to support them.

Results of the 2020-21 program prioritization pertaining to instructional programs and academic departments can be summarized as follows:

- Of the 440 evaluated instructional programs, 153 received assignments in the fourth or fifth quintile (79 in the fourth and 74 in the fifth quintile). Missing or insufficient data meant 44 instructional programs were not assigned to a quintile; all of these programs are new.
- Placement in the fourth or fifth quintile for a program that is established, rather than new (as these programs will not yet have had an opportunity to grow enrollments), triggered a requirement for the program to submit an action plan. In the fourth and fifth quintiles, 94 of the 153 instructional programs are not new and, thus, were required to submit the action plan report and to describe substantive changes they plan to make or to start a process for discontinuation.
- The most common deficiency for those programs in the fifth or fourth quintile was productivity, typically resulting from a low number of graduates.
- Twenty of the programs assigned to the fifth quintile are degree programs and graduate certificates. These programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. In the fifth quintile, 54 of the programs are undergraduate minors, emphases, and certificates. These programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation.

PROGRAM PRIORITIZATION 2024 ANNUAL UPDATE

By December 2024, **47 instructional programs were discontinued** or are in the process of discontinuation in the current academic year.

Discontinued instructional programs:

Academic Year 2020-21 (six programs discontinued)

- Certificate in Applied Public Administration
- Certificate in Habilitative Services
- Bachelor of Arts in Dual Blended Early Childhood/Early Childhood Special Education, Elementary Education
- Master in Teaching in P-8 Special Education
- Master in Teaching English Language Arts
- Master of Applied Historical Research

Academic Year 2021-22 (15 programs discontinued)

- Minor in German for Business
- Minor in Iberian Studies
- Minor in French for Business
- Minor in Romance Languages
- Certificate in Early Childhood Intervention Services
- Bachelor of Arts in Dual Special Education, Early Childhood Special Education
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in Early Childhood Special Education
- Graduate Certificate in Instructional Interventions and Supports
- Graduate Certificate in Healthcare Simulation
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in History for Secondary Educators
- Executive Master of Business Operational Excellence
- Master of Education in Teaching English to Speakers of Other Languages
- Master of Education in Bilingual Education

Academic Year 2022-23 (seven programs discontinued)

- Bachelor of Arts in Economics, Social Science, Secondary Education
- Bachelor of Arts in Sociology, Social Science, Secondary Education
- Bachelor of Business Administration in Accountancy - Twin Falls Site
- Master of Social Work - Twin Falls Site
- Minor in General History with Geographic Focus
- Minor in Addiction Studies
- Certificate in Refugee Services

Academic Year 2023-24 (nine programs discontinued)

- Undergraduate Certificate in Creative Influence
- Undergraduate Certificate in Energy/Environment
- Undergraduate Certificate in Mechanical Materials
- Undergraduate Certificate in HVAC/Building Systems
- Undergraduate Certificate in Industrial Processes
- Graduate Certificate in Adult Gerontology Nurse Practitioner, Acute Care
- Graduate Certificate in Adult Gerontology Nurse Practitioner, Primary Care
- Minor in Dance
- Minor Spanish Interpretation

Academic Year 2024-25 (In process - 10 programs discontinued)

- Undergraduate Certificate in Evidence-Based Public Health
- Undergraduate Certificate in Health Data Management
- Undergraduate Certificate in Health and Human Behavior
- Undergraduate Certificate in Principles of Grant Writing
- Bachelor of Arts in Elementary Education TESOL
- Bachelor of Arts in Public Health (face-to-face)
- Bachelor of Arts in Public Health (online)
- Bachelor of Science in Applied Mathematics
- Minor in Gerontology
- Minor in Health Data Management

Summary of structural changes

In March 2023, the Division of University Affairs merged with Finance and Administration, a return to an administrative structure that Boise State historically used. This change is expected to create a leaner administrative team, preserving university resources for other initiatives. The new division, Finance and Operations, is overseen by Alicia Estey, now Chief Financial and Operating Officer and Vice President for Finance and Operations. The Division of Finance and Operations includes the departments currently in University Affairs, as well as the Controller's Office, Procurement and Vendor Services, Finance and Leasing, Student Financial Services, and the offices of Information Technology, Continuous Improvement, and Budget and Planning. In addition, the Children's Center moved from the College of Education to Finance and Operations.

Program Prioritization Progress Update on the Key Actions Outlined in Action Plans and Other Continuous Improvement Plans

Note: Due to the timing of when the university collects information on the program prioritization action plans as part of the integrated planning process, some of the information presented below is from spring 2024.

College of Arts and Sciences (COAS)

Interdisciplinary Research in the School of the Environment

The School of the Environment continued its partnership with the Division of Research and Economic Development (DRED) to sustain the Interdisciplinary Research Accelerator (IRA). IRA teams are actively developing proposals for numerous NSF opportunities, both at the individual project level and for larger center-level efforts. Diverse fields, including Biological Sciences, Geological Sciences, Materials Science, Art, Philosophy, Policy, Economics, and Environmental Studies, are collaborating on these projects. For example, Dr. Kendra Kaiser (Geosciences) recently secured a $650K NSF grant for a one-year project, with the potential for a four-year, multi-million dollar extension. This community-engaged project involves collaborations with Dr. Wood (Theater, Film, and Creative Writing) and Dr. Parton (Economics).

Enhancing Student Success: COAS SERP Report

COAS completed its college-level Strategic Enrollment Retention Plan (SERP) report. A comprehensive analysis of COAS student data was conducted to identify equity gaps. The resulting 30-page SERP document and 30-page data appendix outline clear priorities and strategies to address these gaps and improve retention and graduation rates within COAS. To support these efforts, a COAS data team was established to provide departments with data and retention support. Additionally, a dedicated COAS SERP lead was appointed to be responsible for assessment, tracking, analysis, and reporting.

Credit for Prior Learning: A New Approach to Student Success

The Interdisciplinary Professional Studies and Bachelor of Applied Science programs piloted a Credit for Prior Learning (CPL) Accelerator workshop series to expand CPL opportunities across all disciplines and enhance student success. The four week intensive series provided faculty with comprehensive training on CPL best practices, including identifying eligible experiences, developing clear documentation processes, and assessing prior learning. Participants also had the opportunity to collaborate with peers and receive individualized support.

Games, Interactive Media, and Mobile: Beyond the Classroom

The Games, Interactive Media, and Mobile (GIMM) program hosted a successful coding camp for incoming freshmen, engaging 24 students in intensive workshops, team projects, and mentorship sessions. The camp effectively fostered student interest and retention, with a majority of participants continuing in the major. GIMM's impact extends beyond campus, as evidenced by collaborations with NASA on the Suits program, the creation of a VR driving simulation for ACHD, a mobile touring app for Gear Up Idaho, and augmented reality applications for various organizations, including the Anne Frank Memorial, the Department of Homeland Security, the Freeman Corporation, and the Boise park system.

Other Examples of Planned or Completed Actions in COAS

MS Geophysics

To enhance the quality of graduate student advising within the Master of Science in Geophysics program, a revised Graduate Composition Policy has been implemented. This change facilitates the inclusion of non-Tenure Track Geoscience faculty members on Graduate Committees and enables them to serve as student advisors. Additionally, research professors have been recruited to provide additional advising support. A formal process has been established to allow faculty from outside the department to serve as advisors, as exemplified by a current Physics Department faculty member advising a PhD student.

Human Environment Systems (HES)

Key accomplishments include the revision and implementation of promotion and tenure and workload policies, the development of core competency areas to inform a comprehensive exam question bank and curriculum revisions, the transition of the HES graduation program to the School of the Environment, the completion of the comprehensive exam question bank, the publication of the HES Graduate Student Handbook, the update of the strategic plan, and the improvement of the HES 500 and 600 curricula.

Curriculum Revision: Bachelor of Arts in Music

The Department of Music is revamping its BA Music degree to be more inclusive of diverse musical abilities and interests. By recognizing the potential of "non-music readers" and embracing technology as a musical instrument, the department aims to create a more innovative and accessible program. A dedicated subcommittee is developing a revised curriculum. The department is also fostering strong partnerships with organizations like Mirror Studios, Ableton Live, and Treefort Music Fest to provide students with valuable real-world experiences.

Open Educational Resources (OER) materials for Department of World Languages

In an effort to reduce costs for students related to textbooks, the French section has begun creating and implementing OER materials that replace the previous textbook in the first four semesters of the language. The first version of the OER Pressbook is complete for 101 and 102 and the OER team is working on the materials for 201 (fall 2023) and 202 (spring 2024). The Chinese section has been working on implementation of OER materials that will replace the current textbook in Chinese 101.

College of Business and Economics (COBE)

Empowering the Next Generation of Business Leaders

COBE actively engages with Idaho employers to address workforce, research, educational, and service needs. This includes leveraging existing partnerships with organizations like the Idaho Small Business Development Center and TechHelp/Studio/Blu to support entrepreneurship and small businesses. COBE's Copper CRM Database facilitates connections between faculty and staff with industry partners, fostering collaboration opportunities. Additionally, COBE faculty integrate real-world case studies and projects from businesses, non-profits, and government into coursework, providing high-impact learning experiences for students and benefiting clients. The Bronco Corps program, initiated during the COVID-19 pandemic, continues to place students in internships with small businesses and non-profit organizations, offering valuable experiences for both students and clients.

Innovation in Career Services and Industry Connections
COBE has embraced innovation by continually developing and implementing new career services programming that prepares students for success in the job search and workplace. Additionally, COBE Career Services has taken the lead in developing the Copper CRM Database, a tool designed to connect COBE faculty and staff with industry partners for potential collaborations, presentations, and research opportunities.

Advancing Knowledge Through Faculty Research

COBE faculty are actively engaged in research, producing high-quality work recognized in their fields. In 2023-24, they published numerous journal articles and book chapters, and presented at various conferences. To support this research, COBE invested significantly in faculty research projects, professional development, and research databases. To streamline research grant administration, COBE and COAS formed a partnership, with COAS administering COBE's research grants in exchange for funding support.

Professional Track MBA

The Professional Track MBA program has successfully transitioned to a compressed cycle with a revised curriculum. Two cohorts, PMBA 10 and PMBA 24, have graduated with impressive cohort graduation rates of 84% and 95%, respectively. The fall 2023 cohort, the first to fully experience the new curriculum, has maintained 100% retention. Course evaluations and student surveys indicate high satisfaction with the curriculum's relevance and applicability. Early recruitment for the PMBA 26 cohort is promising, signaling continued success for the program.

Department of Accountancy

The Department of Accountancy has implemented a scholarship program to support students pursuing advanced degrees in accounting. This scholarship covers the additional costs for in-person Master of Science in Accountancy and Master of Accountancy - Taxation students who earned their undergraduate degrees at Boise State and need to complete 150 credit hours to qualify for the Certified Public Accountant (CPA) exam. The first scholarships were awarded to students who applied in fall 2023 and began their graduate programs in spring 2024.

Department of Economics

The Department of Economics is committed to improving its program assessment reporting process (PAR) and program learning outcomes. To achieve this, the department is developing a more organized and centralized approach to recruiting and deploying teaching assistants (TAs), aiming to enhance the quality of TA services. Additionally, the department plans to utilize the "TA Incubator" program to encourage undergraduate students to consider its 4+1 master's program.

Department of Information Technology and Supply Chain Management (ITSCM)

The Department of ITSCM's flagship majors, Bachelor of Administration in Information Technology Management (ITM) and Bachelor of Administration in Supply Chain Management (SCM), are experiencing renewed growth after a period of decline. A departmental report focusing on major-only classes indicates a 16% and 31% increase in enrollment for ITM and SCM, respectively, in 2023-2024. This growth is attributed to new recruitment efforts. In response to Micron's expansion, COBE and ITSCM faculty have aligned the Supply Chain Program to meet industry needs. COBE's submission to the Boise State CHIPS and Science Act proposal highlights four Supply Chain classes in the Semiconductor for All initiative and identifies others for future inclusion. Micron has recognized BSU's Supply Chain Project as a model for higher education partnerships.

College of Education (COED)

Enhancing COED: Restructuring and Research Support

The COED Dean's Office is undertaking a year-long restructuring initiative to enhance operational efficiency, foster interdisciplinary collaboration, and optimize resource allocation within the college. Additionally, to address the findings of the 2022 Grants Management report, a dedicated COED Office of Research has been established to provide equitable research support, including grant management, to all principal investigators across the college.

Driving Innovation and Improving Student Outcomes

COED has made significant strides in advancing education through various initiatives. Lindsey Turner's $16.1M grant will support innovation in school food systems. Michele Carney and Joe Champion's $1.5M grant will accelerate math learning for Idaho students. To address the need for qualified teachers in rural areas, the college has hired Bethany Gochnour as a clinical instructor and offers the Noyce 2 scholarship and Micron Aspiring Rural Teaching Fellowship. Additionally, COED launched a new Generative AI in Education graduate certificate to meet emerging educational needs. These initiatives align with the COED's goals of improving student outcomes, enhancing teacher preparation, and fostering educational innovation.

CAEP Accreditation and Strong Student-Liaison Relationships

Teacher Education achieved full national accreditation from the Council for Accreditation of Teacher Education Programs (CAEP) with no areas for improvement or stipulations. Exit surveys consistently highlight the positive impact of strong candidate-liaison relationships on candidate satisfaction and professional development during the internship and student teaching semesters.

Bachelor of Arts in Special Education

Program curriculum changes in the teacher preparation program have been approved and are now reflected in the catalog. By restructuring the program into two age bands (P-8 and K-12), the department has seen an increase in overall enrollment. Additionally, feedback from advisors indicates that students now have a clearer understanding of the program's pathways, making it easier for them to navigate their academic journey.

Master of Educational Technology (MET)

Faculty in the MET Faculty program are collaborating on a peer review process to analyze similar programs and develop effective marketing strategies. Additionally, the department has secured a transfer credit agreement with National United University (NUU), with admissions beginning in fall 2024. The newest graduate and undergraduate certificate programs have seen increased enrollment as students become aware of these opportunities.

College of Engineering (COEN)

Enhancing the Student Experience

COEN is committed to enhancing the student experience through efficient advising and strategic recruitment. By improving curriculum navigation and increasing advising appointments, COEN aims to improve student outcomes, such as 4 and 6-year graduation rates and post-graduation employment. To attract and retain students, COEN is actively recruiting from community colleges like CWI and CSI. The college is developing metrics to track student progress through these pathways, and utilizing Slate to monitor interested high school students.

Rural Recruitment and Advising Efficiency

COEN is prioritizing rural recruitment efforts to engage with potential students and parents. By highlighting the value of higher education and career opportunities in engineering and computer science, COEN aims to attract and retain talented students. To better understand and improve student experiences, COEN is in the process of hiring a dedicated data analyst to track key metrics. Additionally, the college is addressing challenges related to intermittent surges in advising appointments, which can lead to longer wait times for students.

Expanding Access and Support for Students

COEN is prioritizing rural recruitment to engage with potential students and parents, highlighting the value of higher education and career opportunities in engineering and computer science. To enhance student experiences, COEN is in the process of hiring a dedicated data analyst to track key metrics and is addressing challenges related to intermittent surges in advising appointments. Additionally, COEN has awarded $395K in scholarships through the NSF S-STEM track 3 award in partnership with CSI and CWI, and has hosted 6 remote recruiting events to reach rural students. To facilitate seamless transfer, COEN has developed degree pathway documents for engineering and computer science programs from CWI and CSI. These initiatives align with COEN's goals of increasing student access and success.

Micron Student Success Center

The Center has implemented several initiatives to enhance student experience and engagement. The COEN Ambassador program has integrated storytelling and community building, while the Visionary Employer Partner Program fosters industry connections. The successful return of the Engineering and Science Festival engaged over 4,000 community members in STEM activities. To improve student support, COEN has streamlined the emergency fund process and partnered with COBE Career Services to provide networking and career development opportunities. These efforts align with COEN's goals of enhancing student success and fostering industry partnerships.

Minor in Computer Science

The minor in Computer Science program experienced a significant increase in enrollment from 18 to 30 students this academic year. Despite a relatively small number of completions in the previous year, the program's minimal resource requirements and growing popularity make it a viable option for the department to maintain.

College of Health Sciences (COHS)

COHS Programs: Nationally Recognized and Top-Ranked

The College boasts several nationally recognized programs, reflecting its commitment to excellence in healthcare education. The Master of Social Work (MSW) online program secured the #1 ranking from both Fortune Magazine and EDUMED. The Adult Gerontology Nurse Practitioner (AGNP) program earned a top 10 ranking from U.S. News and World Report, while the Nursing undergraduate program ranked within the top 50 nationally by the same publication. Additionally, the MS in Respiratory Care program received the

APEX award from the Commission on Accreditation for Respiratory Care and was ranked #1 by EDUMED. Furthermore, the Master of Population and Health Systems Management program was recognized by CAHME/Canon with the Solutions American Award for Sustainability in Healthcare Management Education and Practice. These achievements highlight the exceptional quality of CHS programs across various healthcare disciplines.

Enhancing Occupational Health and Safety in Idaho

The Occupational Health and Safety Program (OSHCon), funded by the Centers for Disease Control (CDC), is housed within the Center for Excellence in Environmental Health and Safety. The program provides essential occupational health and safety consulting, assessments, and training services to Idaho businesses, particularly small and medium-sized enterprises. OSHCon's team of five professionals conducted over 100 site visits in the past year, contributing to a safer and healthier workplace environment for Idaho workers.

Department of Kinesiology

The Department of Kinesiology has experienced significant growth, adding 200 students in the past three years. To accommodate this growth, the department has hired additional faculty and graduate assistants to streamline processes and improve student support. While much of the growth is attributed to the Exercise Science program, programs like K-12 Physical Education are also seeing increased interest. As a result of this growth, Kinesiology is now the third-largest department at Boise State.

Department of Radiologic Sciences

The Department of Radiologic Sciences has successfully revitalized its programs by launching a new online Advanced Medical Imaging (AMI) program. This initiative has significantly expanded the program's reach, attracting a substantial number of students nationwide. With over 500 students currently enrolled or in the pipeline, the AMI program is poised for continued growth. This remarkable transformation is largely attributed to the leadership of Leslie Kendrick and her team, along with the support of COHS and Extended Studies.

K-12 Physical Education and Health

The K-12 Physical Education and Health program has implemented a new advising strategy to improve student retention and enrollment. By directing students to specific faculty advisors the program has seen a significant increase in both applications and declared majors. This proactive approach has led to a doubling of majors since the last program prioritization analysis.

Master of Science in Kinesiology

The Master of Science in Kinesiology (MSK) program, which was previously flagged for low graduation numbers, has implemented curriculum revisions and enhanced recruitment strategies to boost enrollment. These initiatives include targeted recruitment efforts at workshops and career fairs, website updates, and increased graduate assistant stipends.

School of Nursing - Adult-Gerontology Nurse Practitioner Certificate Program

Final admissions for the primary care certificate took place in spring of 2023, and the final admissions for the acute care certificate took place in the spring of 2024. These changes address objectives outlined in the College of Health Sciences three-year plan, including a mandatory accreditation move of nurse practitioner training to the doctoral level that will also include adding family and psychiatric nurse practitioner programs.

College of Innovation and Design (CID)

Collaborations and Initiatives

The College has collaborated with various campus units to conduct surveys, collect data, recognize innovation, facilitate an AI initiative, and research the Future of Work. Additionally, the Venture College has strengthened its partnership with the College of Business and Economics (COBE) to enhance its Incubator program by leveraging COBE's instructional support.

Driving Innovation and Student Success

The College has made significant strides in innovation, research, and student success. Key accomplishments include the launch of a new School for the Digital Future, and the successful graduation of students from key programs. Additionally, CID has fostered innovation through initiatives like the Innovation Incubator and Presidential Innovation Awards, and has collaborated with campus partners on an AI for All initiative.. Furthermore, CID has strengthened its community partnerships, including collaborations with the City of Boise and Trailhead, and has secured a sponsorship agreement with HP for the Esports program.

Innovation and Design Undergraduate Certificate

The program has implemented several initiatives to improve student success and program quality. These include monitoring certificate completion rates, updating and retiring courses, launching an online community, and enhancing student support services. The department has also focused on improving student engagement through the student work showcase and has actively participated in on-campus recruitment events

Other Examples of Completed Actions in CID

The Games, Interactive Media and Mobile technology and Human-Environment Systems programs have transitioned to the College of Arts and Sciences to leverage additional resources and support for future growth.

The College collaborated with diverse campus units to administer surveys, collect data, recognize innovation, facilitate an AI initiative, and conduct research on the Future of Work.

School of Public Service (SPS)

Enhancing Student Success through Experiential and Career Learning

SPS established experiential and career learning as a signature element of its degrees. SPS is positioning itself as a center of excellence in the university in the charge to guarantee high impact experiential and career learning (ECL) opportunities for every student in our public service programs. SPS took strategic actions to propel ECL as a signature element of SPS degree programs. Through strategic investments in staffing for ECL, combined with our incredibly deep community partner relationships, and a longstanding tradition of experiential and career-focused public service education, our efforts will facilitate student success and retention generally but particularly for students targeted in the Strategic Enrollment and Retention Plan (SERP).

Frank Church Institute

In 2023, the Frank Church Institute's Model United Nations program hosted 230 Idaho high school students on a three-day campus event. The program provided hands-on learning opportunities for students to address pressing global issues through diplomacy and civil discourse, fostering connections with Boise State University.

High-Impact Learning Opportunities in Washington D.C.

SPS has launched a new semester-in-DC program, the (student named) Capital Connection Program. This program offers a unique opportunity for students to gain valuable hands-on experience through internships in Washington, D.C. The program includes professional development seminars, online coursework, and mentorship from alumni, providing a comprehensive learning experience. The inaugural cohort of eight students secured internships with prestigious organizations such as the offices of Idaho's Congressional delegation and the National Institute for Civil Discourse.

New Programs to Support Critical Workforce Demands

The School has launched two new programs to address critical workforce needs. The online Certificate in Planning will equip students with the skills necessary to meet the demands of growing communities, while the interdisciplinary Master of Environmental Management program will prepare future leaders to tackle complex environmental challenges. These programs will enhance student preparation and employability in public service fields.

Pre-Law Advising Program

The School has established a comprehensive pre-law advising program to support students interested in pursuing legal careers. By hiring a dedicated pre-law advisor and organizing events like the Law School Fair, SPS is providing students with the resources and guidance they need to succeed in their law school applications and beyond.

Master of Arts in Criminal Justice

The Department of Criminal Justice has implemented strategies to increase enrollment in the master's program. These include targeted recruitment efforts within the Criminal Justice student groups, the development of promotional materials, and participation in relevant conferences. Additionally, the department is focused on attracting students from outside Boise State and improving the quality of promotional materials to enhance the program's visibility and appeal.

Non-Instructional College Program Prioritization Updates

Extended Studies

Extended Studies has significantly impacted higher education by serving over 5,400 online students, 7,000 concurrent enrollment students, 15,000 campus-based online students, and 1,500 Osher members. The division has also increased summer sessions enrollment to over 10,000 students annually. By leveraging entrepreneurial funding models, Extended Studies has incentivized academic departments to meet student demand. This integration highlights how eCampus's efforts directly contributed to the overall growth in online enrollment, which was a key factor in preventing a decline in university-wide enrollment.

Enhanced University Enrollment

- Facilitated the generation of 104,658 credit hours in fall 2023, comprising 39% of the university's total credit-hour generation.
- Drove significant growth in online programming in spring 2024:
    - eCampus significantly enhanced its support for faculty, offering:
        - Expanded professional development opportunities in online course design, open education resources (OER), Artificial Intelligence, and other relevant distance education topics
        - Increased individualized services and support
- Concurrent Enrollment and Community Educational Outreach play a significant role in expanding access to higher education, particularly in rural Idaho.

Innovative Partnerships and Programming

- With its expertise in both online and noncredit programming, Extended Studies is working with academic departments to extend access to new audiences.
- Partnering is in the DNA of Extended Studies, as every program offered for academic credit is done in partnership with an academic college. Moreover, Professional and Continuing Education as well as Community Impact Programs revolve around partnerships with businesses and/or communities. These partnerships can be expanded to greatly increase the university's impact.

Graduate College

Advancing Graduate Education at Boise State

- Enhanced Doctoral Program: Successfully hosted an external review for the College of Engineering's new PhD in Engineering program and submitted the proposal to the State Board of Education.
- Strengthened Graduate Student Recruitment: Launched the Graduate Student Ambassadors program to improve recruitment efforts and responsiveness to applicant inquiries.
- Recognized Graduate Student Excellence: Hosted the annual Graduate Student Showcase and Awards Celebration, honoring outstanding graduate students and awarding significant cash prizes.
- Improved Graduate Student Housing: Secured dedicated on-campus housing for incoming graduate students through a partnership with Housing and Residential Life.
- Achieved Excellence in Graduate Student Research: Garnered top honors in both the Idaho and Western Association of Graduate Schools Three Minute Thesis competitions.

Key Process Improvements and Restructuring

- Admissions and Degree: Streamlined application processing and reduced turnaround times for fully-online graduate programs through the use of the Slate application tool.
- Curriculum and Policy: Implemented a more efficient curriculum management process using Kuali and streamlined the Graduate Council structure.
- Graduate Student Success Center: Optimized support services for graduate students by leveraging graduate teaching assistants for writing and tutoring.
- Recruitment and Admissions: Expanded recruitment efforts through strategic partnerships with academic departments and programs, and increased staffing to attract high-quality graduate applicants.

Honors College

The Honors College has made significant strides in recent months. A new lunch program has been initiated to foster connections between disciplinary deans and Honors students, and a new staff member has been hired to enhance data management and administrative tasks. A substantial $300,000 endowment pledge was secured in December 2023 to support Honors scholarships, and a Basque study away program was approved. Additionally, the college is actively working to streamline the Honors curriculum to improve retention and completion rates, particularly addressing the "sophomore melt" through a dedicated sophomore course. Staff responsibilities are being reorganized to accommodate new team members, and two signature study away experiences are being developed in London and the Philippines.

Positive Trends

- Strong First-Year Retention: The program has seen a significant increase in first-year retention, reaching 96.3% for the current cycle.
- Increased Graduation Rates: Graduation rates have steadily improved, with a projected 138 graduates this spring.
- High Student Satisfaction: Students are highly satisfied with the program, as indicated by positive course evaluations, successful Honors experiences, and positive student-staff interactions.
- Robust Co-Curriculum: The program offers a diverse range of academic, social, and service events, attracting a significant number of students.
- Fundraising Success: The program has secured nearly $500,000 in private funding.
- National Recognition: Students continue to excel in national competitions, with multiple Fulbright semi finalists, a Truman finalist, and several other competitive awards.

Challenges

- Declining Six-Year Completion Rate: Despite the positive trends, the overall six-year completion rate from the Honors program has decreased by over 10%.
- Impact of External Factors: While the Honors program contributes to student success, external factors also play a role in graduation rates.

Overall, the program is demonstrating success in attracting and retaining students, fostering a positive student experience, and achieving national recognition. However, there is a need to address the declining six-year completion rate to ensure long-term success.

College Administrative Units

College of Arts and Sciences

Biomolecular Research Center

The Boise State Research Initiative (BRI) has significantly contributed to the advancement of biomedical research at Boise State University since 2001. Through faculty career development programs, student mentorship, and financial support for research projects and conference travel, BRI has empowered researchers to establish independence and make significant contributions to the field. The initiative has supported over 550 students and 80 faculty members, fostering a collaborative research environment. As a result, NIH funding at Boise State has increased, and researchers have published over 200 peer-reviewed articles addressing various public health issues. The program has also been instrumental in developing the next generation of scientists, with approximately 40% of participating students pursuing advanced degrees.

College of Business and Economics

TechHelp Idaho

TechHelp Idaho has successfully delivered products and services that have resulted in significant economic impact across 21 Idaho counties, particularly benefiting small, rural, and startup manufacturing companies. Key factors contributing to this success include strong partnerships with academic institutions and industry organizations, consistent economic impact statewide, the development and deployment of innovative programs, experiential learning opportunities for students, and effective financial management.
TechHelp assesses its performance in four key areas: economic impact, market penetration, customer

satisfaction, and financial performance. The center consistently exceeds its annual goals for economic impact, generating over $100 million in sales, savings, and investments, and creating and retaining over 500 jobs. TechHelp also maintains high customer satisfaction and market penetration rates. Financially, the center is self-funded and generates significant revenue, including matching over $1 million in federal awards.

Idaho Small Business Development Center (SBDC)

The Idaho SBDC has consistently outperformed its performance goals. This quality team forms relationships with Idaho businesses that work well. Additionally, the collaborative team approach to leadership at the state level keeps regional leaders engaged and motivated.

The unit's strategic plan is updated each year and includes three major categories:

1. Network Reach and Sustainability
2. Organizational Effectiveness
3. Employee and Team Development

The result of this plan is the development of statewide strategies to affect these goals in positive ways. Once the strategies are formed, team leaders develop annual action plans to implement on-the-ground executable tasks that flow up to the goals.

College of Education

Center for STEM Curriculum and Professional Development

The Center for STEM Curriculum and Professional Development (CSCP) has demonstrated significant impact through its partnerships with K-12 schools and districts, particularly in rural communities. In 2023, CSCP projects served over 1,000 educators through various initiatives, including iSTEM Summer Academies, Math Education projects, and SESTA. Additionally, CSCP's summer programs for students, such as Summer Academy camps and PREP Academy, reached hundreds of young learners. The center's success is reflected in positive sponsor feedback, timely completion of deliverables, and effective fiscal management. CSCP has also made significant strides in improving its internal operations. The center has increased collaboration among project directors and principal investigators, ensuring seamless administrative functions after the departure of the Associate Director, and maintained a fiscally responsible approach to ensure a reserve operating account.

College of Engineering

Micron Student Success Center

The College of Engineering has taken several steps to enhance student experiences and foster community engagement. By embedding storytelling and community building into the COEN Ambassador program, the college aims to strengthen the connection between students and the institution. Additionally, the launch of a visionary Employer Partner Program, in collaboration with COEN Advancement, will foster stronger industry partnerships. The successful hosting of the Engineering and Science Festival engaged over 4,000 community members in STEM activities, promoting STEM education and outreach. To ensure students receive timely financial assistance, the college has streamlined the COEN Student emergency fund issuance process, allowing for better data tracking and donor impact reporting. Finally, by partnering with industry and COBE Career Services, the college provides students with valuable networking and career development opportunities.

College of Health Sciences

Center for Health Policy

The Center for Health Policy (CHP) has made significant strides in rural health care research, developing and implementing the HPERC APGAR tool to assess community readiness for health-related student placements. This tool has been successfully used in Montana and North Dakota. Additionally, CHP researchers have developed an APGAR tool to measure CEO recruitment and retention in rural areas and are currently deploying it in North Dakota. In the realm of international research, CHP has collaborated with Australian partners to develop and implement an APGAR tool for pharmacists, resulting in peer-reviewed publications and presentations. The center continues to support a long-term rural nursing project in Australia. In the area of maternal and child health, CHP researchers have secured significant funding for projects evaluating maternal home visitations and addressing other maternal and child health issues. The CHP is committed to expanding its research capabilities and ensuring a smooth leadership transition as the current Director approaches retirement.

College of Innovation and Design

Venture College

During the last couple of academic years, Venture College exceeded its goals, successfully reaching students across Boise State's campus and Idaho. The hybrid model for pitch competitions expanded the program's reach, providing more opportunities for students to connect with mentors and advance their ventures. Key goals for the future include building stronger relationships with higher education institutions statewide, increasing industry partnerships, and developing a system to support student participation in external competitions. This will further enhance student opportunities and increase the overall impact of Venture College. Additionally, Venture College has experienced significant growth, both in the number of students participating in programs and the number of new business ideas launched.

School of Public Service

Andrus Center for Public Policy

In August 2022, the Andrus Center welcomed Dr. Emily Wakild as the Cecil D. Andrus Endowed Chair for Environment and Public Lands. As Andrus Center Endowed Chair, Dr. Wakild has been advancing the Environment and Public Lands mission of the Center, including the scholarship and development of the university's students interested in these areas of study.

The inaugural John Freemuth Student Congress, held in October 2022, brought together a diverse group of undergraduate and graduate students from across the nation to focus on wildland fire management. This event, a collaborative effort between the Andrus Center, the Public Lands Foundation, and the National Association of Forest Service Retirees, honored the legacy of John Freemuth. The student-authored report, presented in Washington D.C., showcased the caliber of the program. The 2024 Congress delved into public lands policy issues related to renewable energy, with a focus on climate change, decarbonization, and energy production and transmission. Selected students will engage in field work and policy discussions, culminating in a student-authored report presented to federal land management agency heads.

The Andrus Center has been actively working to establish a sustainable student program focused on environmental and public lands careers. The goal is to raise $850,000 to fund a Program Coordinator position and make the program self-sustaining through fees and sponsorships. To date, over $350,000 has been raised.

Albertsons Library

The Albertsons Library has been actively working to enhance its resources and services to better support students, faculty, and staff. By collaborating with other colleges and peer institutions, the library has identified significant gaps in its collection and advocated for a student Library fee to address these shortcomings, which was approved by the State Board of Education in the April 2024 Board Meeting.

Additionally, the library has implemented strategic space management initiatives to create a more welcoming and inviting environment, leading to a significant increase in library usage. Through partnerships with the Bronco Learning Commons, the Library has hosted successful social events, such as the Bronco Social, to foster community and student engagement. The Library is also investing in its technical infrastructure and staff to improve access to electronic resources and enhance career development opportunities for student employees.

Organizational Restructuring

- Realigned staff positions and reallocated resources
- Streamlined workflows and eliminated redundancies
- Consolidated contract review processes
- Realigned public services units and cross-trained staff
- Increased student employee positions and pay
- Relocated MakerLab equipment and increased visibility
- Increased partnership with Advancement and Dean of Students

Process Improvements

- Engaged the Office of Continuous Improvement to identify inefficiencies.
- Improved invoicing and payment processes
- Restructured Acquisitions and Collections Department
- Enhanced technical services through restructuring and hiring
- Implemented a new Integrated Library Platform
- Activated a Library assessment team to identify collection gaps
- Investigated funding mechanisms to address collection gaps
- Advocated for a library fee and explored textbook licensing options

Student Engagement and Support

- Increased library usage and foot traffic
- Implemented a Research Information Management System (RIMS)
- Hosted events and workshops to engage students
- Increased visibility and access to library services

Divisional Updates

Division of Finance and Operations

Office of Information Technology (OIT)

Boise State University's IT department has made significant progress in several key areas. These initiatives aim to improve efficiency, security, innovation, and support for students, faculty, and staff at Boise State University.

- Student Success: Implemented the first phase of the Salesforce Student Success Hub to support general advising.

- IT Consolidation: Consolidated support services for the Departments of Geoscience, Luminary, and Art, and streamlined classroom technology support and replacement rotations for the College of Arts and Sciences.
- Network Infrastructure: Expanded network redundancy and made architectural improvements to support modern educational needs, research, and cloud access. Successfully migrated to Nutanix, enhancing the university's IT infrastructure.
- Identity and Access Management: Initiated a multi-year plan to modernize user authentication and access control, moving towards a cloud-based Active Directory for a more sustainable and secure future.
- Data and Analytics: Implemented a next-generation data and reporting infrastructure to support critical operational and strategic decision-making. Created a one-stop reporting gateway to access university student, financial, and operational data.

Capital Planning and Space Management

Completed Projects:

- Lusk Neighborhood Joint Project: A pre-development agreement has been finalized with a selected development team, and extensive planning efforts have been undertaken.
- EHAP Program: A public-private partnership agreement is in place to deliver 31 new workforce housing units, and the project is currently in the design phase.
- Campus Master Plan Update: A consultant has been selected and is actively gathering data and conducting outreach.
- Pre-Planning for New Science Research Building: Pre-planning efforts are underway, with a focus on defining interfaces and coordination between the Architecture, Engineering, and Construction Services Management (AES) and Campus Planning and Space Management (CPSM) units.
- Space Allocation and Utilization: Ongoing discussions with the Division of Research and Economic Development (DRED) are taking place to refine space allocation standards and guidelines to accommodate remote and hybrid work.

Personnel: Two key positions have been filled, and position descriptions have been updated.

President's Office

ExtraMile Arena

ExtraMile Arena has made significant contributions to student success, community engagement, and operational excellence. The Arena has increased student employment and volunteer opportunities, supported major campus events like Convocation, Move-In Day, and Commencement, and hosted a diverse range of events, including athletic competitions, concerts, and community gatherings. The Arena's partnership with AEG to host the Luke Combs concert demonstrated its ability to attract large-scale events and contribute to the local economy. By prioritizing student engagement, fostering community partnerships, and delivering high-quality events, the Arena has solidified its position as a vital asset to Boise State University and the surrounding community. Additionally, the Arena has made strides in employee development, overcoming staffing challenges, and improving service levels. While there are opportunities to enhance certain aspects of the guest experience, such as restroom and food & beverage services, and parking and traffic flow, the Arena is actively working to address these areas and maintain its position as a premier venue.

The Arena has also played a key role in supporting the university's fundraising efforts and community engagement initiatives. It hosted the Unbridled Donor Cultivation event, which kicked off the public portion of the university's fundraising campaign. Additionally, the Arena attracted large crowds to concerts featuring popular artists, contributing to the local economy and enhancing the university's reputation. By leveraging its industry relationships and expertise, the Arena has successfully positioned itself as a premier venue for a wide range of events.

Furthermore, the Arena has generated significant revenue through ticket sales, with over 104,675 tickets sold for a gross of $6.24 million+ during the fiscal year. This revenue has contributed to the overall financial health of the Arena and supported its ongoing operations and improvements.

Division of Student Affairs and Enrollment Management

Career Services

The Career and Professional Development Center (CAP) has made significant strides in enhancing student career readiness. By focusing on these areas, CAP has empowered students to achieve their career goals and make a positive impact. Key achievements include:

- Expanding Career Readiness Education: CAP has integrated career readiness education into academic curricula, increased outreach efforts, and provided one-on-one counseling to students.
- Enhancing Experiential Learning: The center has expanded internship and work-study programs, offering stipends and scholarships to increase student access.
- Strengthening Employer Partnerships: CAP has engaged with over 770 employers to provide students with valuable networking and job opportunities.
- Supporting Student Success: The center has collaborated with other campus units to support student success initiatives, such as Convocation, Move-In Day, and Commencement.

Financial Aid and Scholarships

The Financial Aid Office has made significant strides in improving efficiency and effectiveness. These improvements have positively impacted student services and operational efficiency. Key accomplishments include:

- Streamlining Processes: Re-engineered systems for Satisfactory Academic Progress (SAP) evaluations and scholarship reporting.
- Implemented a team-based approach for supporting Extended Studies students, reducing processing times for alternative loans, and standardized verification processes.
- Enhancing Student Support: Assisted Student Basic Needs with outreach to eligible students for SNAP benefits.
- Improving Communication: Developed a procedure directory for transparency and easy access to information.

Campus Recreation

Campus Recreation has made significant strides in enhancing student engagement, fostering community partnerships, and generating revenue. In 2023, the department successfully implemented the Summer Youth Sports Program, expanded club sports fundraising efforts, partnered with ExtraMile Arena for intramural basketball championships, and hosted the popular Yoga on the Blue event. These initiatives have contributed to the overall well-being of the campus community and strengthened the reputation of Campus Recreation as a vital resource for students, faculty, and staff.

Additionally, Campus Recreation has made significant improvements to its facilities and services. The replastering of the swimming pools ensures their longevity and compliance with safety regulations. The partnership with St. Luke's Medical Center provides enhanced athletic training services for club sports and Rec Center members. Additionally, the implementation of a Customized Training Program offers personalized fitness guidance to students and members. These improvements contribute to a positive and supportive fitness environment for the campus community.

Center for Service and Leadership

The Center for Service and Leadership has made significant strides in enhancing student engagement in service and leadership opportunities. These initiatives have empowered students to develop leadership skills, engage in meaningful service, and make a positive impact on their communities

Service:

- Increased participation: The center successfully increased participation in service programs by 23% in 2023 and expanded local service project offerings by 28.6%.
- Expanded Alternative Break Programs: The center piloted a fall Alternative Break program, partnering with local organizations such as St. Vincent de Paul, the Boise Farmers Market, the Idaho Food Bank, and Boise State's Food Pantry.

Leadership:

- Enhanced Leadership Programs: The center rebuilt leadership program availability and capacity, resulting in a 65% retention rate for LeaderShape participants and a 38.3% increase in registrations for Catalyst leadership workshops.

Division of Research and Economic Development

The Division of Research and Economic Development (DRED) has successfully secured major sponsored projects, including a $24M NSF-EPSCoR award for energy-water system resilience, a $6M NSF Accelerating Research Translation TRANSFORM award, a $2M DOE award for consent-based siting, and a $4.5M DOE EPSCoR Phase III for qDNA. These initiatives, involving partnerships with diverse stakeholders, aim to bridge the gap between research and real-world applications, contributing to economic development and societal impact.

DRED's commitment to excellence is further demonstrated by its focus on:

- Fostering Industry Partnerships: Developing innovative strategies to attract industry-sponsored research, including updated agreement templates and a unique intellectual property assignment process.
- Enhancing Operational Efficiency: Implementing new systems and streamlined processes to improve efficiency and reduce administrative burdens.
- Developing Research Talent: Investing in talent development and career pathways, creating opportunities for growth and advancement within the division.
- Promoting Interdisciplinary Research: Catalyzing interdisciplinary collaboration and innovation through the Grand Challenges initiative.

Center for Research and Creative Activity

The Center for Research and Creative Activity (CRCA) has made significant strides in advancing research and creative activity. Key accomplishments include:

- Enhanced Proposal Support: The CRCA has invested in front-end strategy and proposal support, assisting investigators and teams in securing funding.
- Expanded Professional Development: The center has developed and implemented a variety of professional development opportunities to enhance the research skills of faculty and staff.
- Supported Interdisciplinary Research: The CRCA has awarded five Grand Challenge Teams to catalyze interdisciplinary research in key thematic areas.
- Improved Efficiency: The center has streamlined processes and implemented new tools to enhance operational efficiency and support faculty research efforts.
- Enhanced Communication and Collaboration: The center has implemented a regular training calendar, coordinated funding opportunities, and fostered collaboration between researchers and administrators.

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.O. GENERAL EDUCATION ENGLISH WRITING AND MATHEMATICS PLACEMENT – FIRST READING	Action Item
2	REPEAL OF BOARD POLICY III.S. REMEDIAL EDUCATION – FIRST READING	Action Item
3	SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
4	BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN ARTIFICIAL INTELLIGENCE SCIENCE	Action Item
5	IDAHO STATE UNIVERSITY – DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY	Action Item
6	UNIVERSITY OF IDAHO – DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY	Action Item

SUBJECT

Board Policy III.O.—General Education English Writing and Mathematics Course Placement—First Reading

REFERENCE

June 2012	Board approved Complete College Idaho: A Plan for Growing Talent to fuel Innovation and Economic Growth in the Gem State.
February 2014	Board approved second reading of Board Policy III.Q. Admissions Standards.
June 2015	Board approved changes to Board Policy III.S, establishing corequisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
June 2015	Board approved the Repeal of Board Policy III.O. Equivalency Schedules.
April 2023	Board approved recommendations from the Complete College Idaho 2022 Update.
June 2024	Board approved second reading of Board Policy III.Q Admission standards to include the use of ISAT scores.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board Governing Policy III.Q Admission Standards
Idaho State Board Governing Policy III.N Statewide General Education
Idaho State Board Governing Policy III.S Remedial Education

BACKGROUND/DISCUSSION

The Idaho State Board of Education has had a sustained commitment to continuous improvement in postsecondary student success, retention, and graduation. The Complete College Idaho plan, adopted by the Board in 2012, set attainment goals and identified strategies through which institutions might reach those goals. Many of these strategies have been integrated into the fabric of the institutions, as is evidenced by significantly improved first-to-second year retention and graduation rates at all institutions. Some of the largest reforms have had a substantial and positive impact on supporting and retaining first-year students in initial writing and mathematics courses.

In April 2023, after reviewing the institutions' progress on the initial Complete College Idaho goals, the Board approved a new set of recommendations; three of the five recommendations are relevant here:

- The Board should direct OSBE staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education mathematics.

- The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions.
- Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

Policy III.O. provides support for these recommendations.

Board Policy III.O. Equivalency Schedules was repealed in 2015 to enable institutions to develop placement processes that better support students. Since that time, institutions have continued to collaborate with Board staff and with each other on improving placement, increasing corequisite options, and supporting student learning in general education writing and mathematics courses. A completely new policy related to placement is proposed to provide additional guidance for students and the institutions.

IMPACT

Board Policy III.O. General Education English Writing and Mathematics Course Placement will serve several purposes. First, it will provide clearer definitions of key terms that have caused some confusion for students and institutions, including corequisite courses (for both writing and mathematics) and prerequisite general education courses (relevant only in mathematics).

Second, the proposed policy will define a set of statewide general education courses in writing and mathematics that will be offered at all eight institutions. It will prohibit institutions from requiring transfer students to complete an institution-specific general education mathematics course at the receiving institution. This approach will improve transparency and improve the likelihood that transfer students will complete the appropriate mathematics course, thus saving the students money and reducing their time to degree.

Third, this proposed policy will increase transparency about course options for Idaho high school students through the use of ISAT scores, SAT, or ACT scores for minimum placement while still providing options for institutions to place their students in more nuanced ways as necessary.

Fourth, the proposed policy will provide improved transparency and institutional reporting focused specifically on identifying the prerequisite mathematics courses that do remain at the institutions and the number of students who complete these courses. Previously, institutions have provided Board-required remediation data. However, course numbering and naming are not standardized, and any reporting has been of limited value because of these challenges. This proposed policy will focus required reporting solely on courses that are required prerequisites for general education mathematics courses, reducing the reporting burden for institutions and increasing the value of reports submitted to the Board

ATTACHMENTS

Attachment 1 – Board Policy III.O. Statewide General Education English Writing and Mathematics Placement – First Reading

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Proposed policy III.O. General Education English Writing and Mathematics Course Placement will provide a framework for curriculum development and revisions during the 2025-2026 academic year. Board staff will continue to engage with institutional representatives to ensure curricular changes are completed.

The proposed policy language has been reviewed by writing faculty, mathematics faculty, the Idaho Registrars Council, the statewide dual credit leaders, the General Education Committee, the Council on Academic Affairs and Programs at their January 30, 2025 meeting, and the Instruction, Research and Student Affairs Committee of the Board at their February 6, 2025 meeting.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.O., General Education English Writing and Mathematics Course Placement, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: O. General Education English Writing and Mathematics Course Placement
April 2025

This subsection shall apply to Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

This policy establishes consistent guidelines for the placement into general education courses in writing (English) and mathematics. It clarifies the general education writing and mathematics courses available at all institutions. These courses are a key component of the general education framework as described in Board Policy III.N General Education and are strongly linked to student retention and success. This policy is designed to ensure that students can access and successfully complete general education writing and mathematics courses in a timely manner, increase retention and graduation, clarify options for transfer students, and provide information for college-going students.

1. Definitions
   a) A statewide General Education Matriculation (GEM) writing or mathematics course is a course that meets the respective Written Communication or Mathematical Ways of Knowing GEM competencies identified in Board Policy III.N., is listed on the Common Course Index list maintained by the Board office, and is available for students at all institutions.
   b) Corequisite support is a learning opportunity provided to a student during the same semester in which the student is enrolled in a GEM course. Corequisite support is most often delivered as a concurrent credit-bearing course but may include other flexible approaches for concurrent learning support.
   c) Prerequisite instruction is offered to or required to be successfully completed by students prior to enrolling in a GEM course. Prerequisite GEM mathematics instruction is most often delivered as a stand-alone course but can include other flexible approaches to supporting student learning. Prerequisite instruction is rarely a preferred instructional approach.

2. Placement into Statewide GEM Writing Courses
   a) English x101 Writing and Rhetoric I and English x102 Writing and Rhetoric II are the Statewide GEM writing courses.
   b) Corequisite support must be offered to all students enrolled in English 101 at all institutions.
   c) In addition to the placement requirements established in this policy, institutions may develop additional placement processes to facilitate students' placement into and understanding of the GEM writing courses.
   d) Full-time students must be encouraged to and have the opportunity to complete both statewide GEM writing courses during their first academic year.

e) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for minimum placement into statewide GEM writing courses as defined in the table below. Scores are valid for two years after high school graduation.

Statewide GEM Writing Course Placement		
	English x101 with Corequisite Instruction	English x101
ISAT English Language Arts Score	1, 2	3, 4
SAT English Evidence-Based Reading and Writing Section Score	509 and below	510 and above
ACT English + Reading Score	37 and below	38 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM writing courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

3. Placement into Statewide GEM Mathematics Courses
   a) Math x123 Math in Modern Society, Math x143 Precalculus I: Algebra, Math x153 Statistical Reasoning, Math x170 Calculus, and Math x254 Statistical Methods are the Statewide GEM mathematics courses.
   b) Institutions must offer corequisite support with at least two of the statewide GEM mathematics courses and are strongly encouraged to offer corequisite support with all statewide GEM mathematics courses.
   c) Institutions may require a student to take one semester of mathematics instruction prerequisite to any GEM mathematics course only when institutional data compellingly demonstrate that a student will be at significant risk of failure in a GEM mathematics course without prerequisite instruction. No student shall be required to complete more than one semester of mathematics instruction prerequisite to a GEM mathematics course. Institutions shall provide the Board office, annually by June 30, a list of the names and course numbers of any courses that are prerequisites for GEM mathematics courses offered during the prior academic year.
   d) Institutions may offer institution-specific courses as GEM mathematics courses but must not require transfer students to take such courses to meet statewide general education requirements as outlined in 3.a.
   e) A program must not include requirements for students to complete a specific GEM mathematics or statewide GEM mathematics course unless it is critical to the students' later success in the program. An institution may allow a more

advanced math course to be substituted to meet the general education requirement.

f) Full-time students must be encouraged to and have the opportunity to complete a GEM mathematics course during their first academic year.

g) In addition to the placement criteria in the table below, institutions may use institutional placement processes designed to facilitate students' placement into and understanding of the GEM mathematics course options.

h) Institutions must accept the highest of students' SAT, ACT, or 11th grade Idaho Standards Achievement Test scores when such scores are available for placement into statewide GEM mathematics courses as defined in the table below. Scores are valid for two years after high school graduation.

GEM Mathematics Course Placement			
	Math x123 with Corequisite Instruction or Math x153 Statistical Reasoning with Corequisite Instruction	Math x123 or Math x143 College Algebra with Corequisite Instruction or Math 153 Statistical Reasoning	Math x143 Precalculus I: Algebra
ISAT Math Score	2	3	4
SAT Math Score	430-519	520-559	560 and above
ACT Mathematics Score	15-19	20-22	23 and above

Additional prior learning credit and course equivalencies set and maintained by the Board for statewide GEM mathematics courses (for example, Advanced Placement and International Baccalaureate tests scores) may supersede the placement criteria in the table above.

SUBJECT

Repeal of Board Policy III.S. Remedial Education – First Reading

REFERENCE

June 2012	The Board approved the Complete College Idaho Plan.
April 2015	The Board approved the first reading of changes to Board Policy III.S. A major change to this policy is the incorporation of the three Board approved remediation models.
June 2015	The Board approved the second reading of changes to Board Policy III.S. These changes updated definitions and incorporated the three (3) Board approved forms of remedial education: Accelerated Model, Corequisite Model, Emporium Model.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations, which includes corequisite support strategies for remedial instruction.
December 2017	The Board approved the first reading of changes to Board Policy III.S. Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
February 2018	The Board approved the second reading of changes to Board Policy III.S. Proposed amendments updated the policy to better align with changes identified by Complete College America to help with implementation and student support.
August 2019	The Board approved the first reading of changes to Board Policy III.S.
October 2019	The Board approved the second reading of changes to Board Policy III.S.
October 2020	The Board approved the first reading of changes to Board Policy III.S. defining additional terms and expanding the definition of "student readiness."
December 2020	The Board approved the second reading of changes to Board Policy III.S.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policy III.S. Remedial Education

BACKGROUND/DISCUSSION

The provision of this policy, which define and govern remedial writing and mathematics courses at the institutions, are now addressed in the proposed Board Policy III.O. General Education English Writing and Mathematics Placement.

The current Policy III.S. defines criteria for academic preparation in order to guide general education mathematics course offerings. This framework enabled general

education writing and mathematics leaders to continue to develop program offerings, and now updated requirements have been developed and are reflected in the new proposed Board Policy III.O. The proposed Board Policy III.O. defines the expectations for maximum allowable coursework for any student prior to a GEM mathematics courses. Proposed Board Policy III.O. also identifies the relevant course names and numbers and further defines statewide offerings in these areas. It also updates and modifies the reporting requirements so that Board staff can better understand the scope of prerequisite GEM mathematics course offerings.

IMPACT

Proposed Policy III.O. will govern placement and the available learning support options for general education English/writing and mathematics courses, thereby making Board Policy III.S. Remedial Education redundant.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.S., Remedial Education – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Because the provisions in Board Policy III.S. are contained in newly proposed Board Policy III.O. General Education English Writing and Mathematics Placement, it is necessary to repeal Policy III.S. if the Board adopts new Policy III.O. Board staff recommends approval of this action.

BOARD ACTION

I move to approve the first reading of the repeal of Board Policy III.S., Remedial Education, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

~~Idaho State Board of Education~~

~~GOVERNING POLICIES AND PROCEDURES~~

~~SECTION: III. POSTSECONDARY AFFAIRS~~

~~SUBSECTION: S. Remedial Education December 2020~~

~~1. Coverage~~

~~This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.~~

~~2. Definitions~~

~~a. Corequisite Course Model means a delivery model whereby remedial instruction is delivered as a separate course or lab simultaneously with a gateway course.~~

~~b. Corequisite Support means academic courses or content that supplement the content of gateway mathematics and English courses during the same academic term to increase the success rates for students in need of additional support. Board-approved approaches of corequisite support include the Corequisite Course Model, the Embedded Model, and the Emporium Model.~~

~~c. Embedded Model means a combined approach whereby remedial content is delivered as part of the content of a gateway course.~~

~~d. Emporium Model means a delivery model whereby remedial support is delivered in a computer lab setting where students receive individualized instruction from faculty and engagement with technology-based programs.~~

~~e. Gateway course means an entry-level course in a general education program of study or curriculum pathway.~~

~~f. Remedial Course means a course where credits earned may not apply toward the general education requirements for a certificate or degree, and which may have one or more of the following characteristics:~~

~~i. Designed for students who are academically unprepared to succeed in gateway courses in mathematics or English,~~

~~ii. Required to be completed before an academically unprepared student may enroll in the gateway course for that subject,~~

~~iii. Numbered below 100,~~

~~iv. Serve as a duplication of secondary curriculum,~~

v. Include content and support services in basic academic skills, including Adult Basic Education, to prepare academically unprepared students for college level content.

g. Student Readiness means a determination about student preparedness for college-level mathematics and English, and includes the following three levels:

i. Academically Prepared Students are students who have been identified by an institution's placement process as *prepared* to successfully take gateway mathematics or English courses without additional academic content or interventions.

ii. Students in Need of Additional Support are students who have been identified by an institution's placement process as *underprepared* to take gateway mathematics or English courses without additional academic content or interventions.

iii. Academically Unprepared Students are students who have been identified by an institution's placement process as *unprepared* to successfully take gateway mathematics or English courses without first completing additional academic content or interventions.

3. This policy applies to the following common-numbered gateway courses: MATH x123 Math in Modern Society, MATH x143 College Algebra, MATH x153 Statistical Reasoning, and English is ENGL x101 Writing and Rhetoric I, or equivalent courses. The State Board of Education has approved the Corequisite Course Model, Embedded Model, and Emporium Model as the methods for serving students in need of additional support in mathematics and English general education. Students enrolling into Corequisite Support shall be provided with the option to do so in one of the defined models.

a. Institutions may pilot the use of alternative delivery models, provided the models are evidence based; evidence need not be Idaho specific. Institutions choosing to exercise this pilot option shall notify both the Council on Academic Affairs and Programs and the Instruction, Research, and Student Affairs Committee of their intent to pilot a new delivery model and the results of said pilot. Piloted models must be assessed annually and may be continued and scaled beyond the first year if the pilot achieves equal or greater success rates in students completing gateway mathematics and English courses as compared to rates achieved in approved Corequisite Support models.

4. Each institution shall maintain a mechanism for assessing and evaluating student preparedness in mathematics and English language arts, and provide support and interventions for students identified as needing additional support or as academically unprepared.

5. All students, regardless of readiness level, shall have the opportunity to complete their gateway mathematics and English courses within their first academic year.

    a. Academically prepared students shall be encouraged to complete their gateway mathematics and English courses within their first academic semester.

    b. Effective fall 2022, students in need of additional support shall not be required to complete a remedial course prior to enrollment in the following gateway courses: MATHx123, MATHx143, MATHx153, and ENGL x101. Such students shall be encouraged to enroll directly in a corequisite course, except for students in the MATHx143 pathway, who may be encouraged to enroll in a corequisite course OR be required to complete a non-remedial prerequisite general education math course prior to enrollment in MATHx143.

        i. Students who complete a corequisite gateway course shall not be required to take a placement exam for enrollment in a subsequent course.

        ii. Corequisite gateway courses will not exceed five semester credits nor be made available for dual credit purposes.

        iii. Success rates in corequisite support models, including corequisite gateway courses, shall be reported annually to the Board.

    c. Academically unprepared students may be required to enroll in a remedial course. The remedial sequence required of these students shall be designed to ensure the student has the opportunity to enroll in the gateway course within the first academic year.

        i. Student enrollment in a remedial course must be identified by the institution and approved through established institutional processes.

        ii. Students enrolled in a remedial course who qualify for a corequisite gateway course must be made aware of their eligibility options, and counseled on the best option for their individualized circumstances.

        iii. Remedial courses may be made available to high school students and postsecondary students who elect to enroll with the understanding the course is not required for gateway course enrollment.

        iv. Credits earned in remedial courses may not apply toward the requirements for a certificate or degree.

        v. Success rates in remedial courses shall be reported annually to the Board.

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

February 2021	Board received the semi-annual report
August 2021	Board received the semi-annual report
February 2022	Board received the semi-annual report
August 2022	Board received the semi-annual report
February 2023	Board received the semi-annual report
August 2023	Board received the semi-annual report
February 2024	Board received the semi-annual report
August 2024	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.a.ii and 4.b., prior to implementation, the Executive Director, State Administrator or designees may approve actions related to academic and career technical programs or units as identified in those subsections.

Consistent with Board Policy III.G.9.a., the Board office is providing a semi-annual report of academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director, State Administrator or their designees between July 1, 2024, and December 31, 2024. A report of program change requests approved by the full Board for the same time period is also included for informational and contextual purposes.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list of new academic or career technical programs and certificates approved by the Executive Director, State Administrator, or their designees consistent with Board Policy III.G. This includes other instructional activity such as modifications to existing programs and other non-substantial changes that require notification to the Board office.

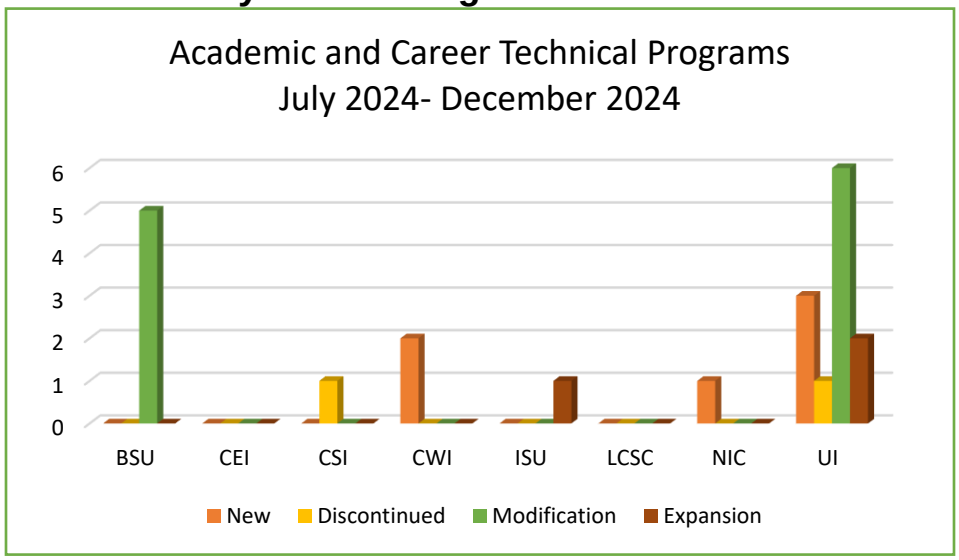
For this current reporting cycle, there were fewer program requests submitted for review and approval than in previous cycles. These consisted of six program proposals to establish new or modify existing instructional units, a program expansion of Idaho State University's Paramedic Science program to Lewis-Clark State College, and the creation of two new programs. One is a new Mining Technician program offering an associate's degree from College of Western Idaho,

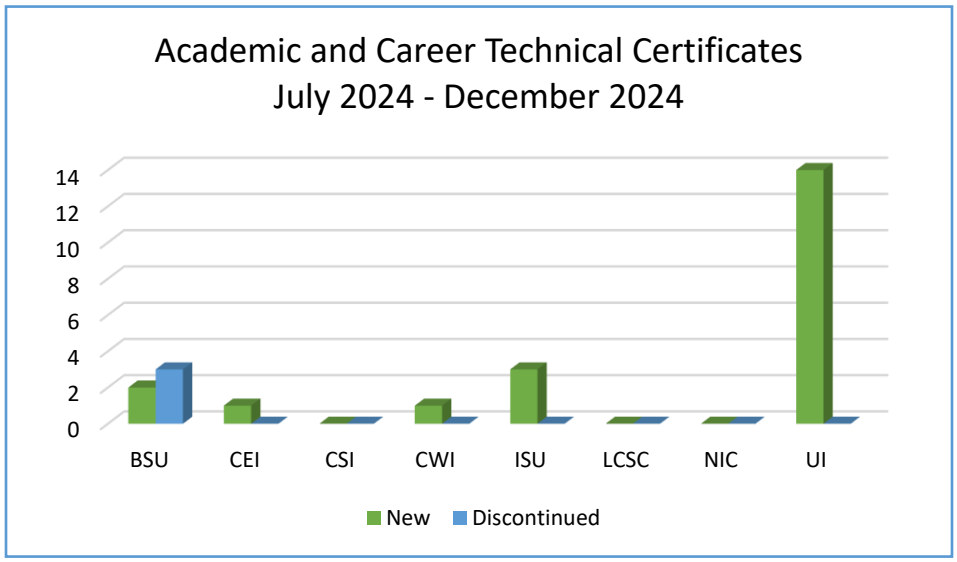
and one is a baccalaureate program in Bioinformatics from University of Idaho. There were also fewer program discontinuations from the previous report with six reported. One was an associate's degree, three were undergraduate certificates, with the remaining being a minor and changes to method of delivery. Staff notes there were far more program components created, such as the addition of emphases and concentrations to existing programs and new certificates established versus new degree programs in general. Other changes reported were four minor program adjustments that do not require approval, only notification to the Board office. Staff will update charts in Attachment 1 and provide a comprehensive annual trend analysis in August 2025.

BOARD ACTION

This item is for informational purposes.

Semi-Annual Report of Approved Program Requests
July 2024 through December 2024





List of Academic Program and Unit Requests Approved by Executive Director or Designee

INST.	Request Type	Program Title	Type	Date
BSU	Administrative/Instructional	School of Kinesiology	N/A	11/6/2024
CSI	Discontinuance	Anthropology	AA	11/12/2024
CWI	New	Department of Industrial Automation	N/A	7/17/2024
CWI	New	Mining Technician	AS	11/25/2024
ISU	Expansion	Paramedic Science AS Expansion-LCSC	AS| Undergraduate Certificate	12/12/2024
UI	New	Bioinformatics	B.S.	7/22/2024

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Certificate Type	Date
BSU	Discontinuance	Habilitative Services	Undergraduate Certificate	7/16/2024
BSU	Discontinuance	Health and Human Behavior	Undergraduate Certificate	11/25/2024
BSU	Discontinuance	Principles of Grant Writing	Undergraduate Certificate	11/25/2024
BSU	New	Professional Development in Vulnerable Populations	Undergraduate Certificate	12/16/2024
BSU	New	Mammography	Undergraduate Certificate	12/17/2024
BSU	New	Mammography (online)	Undergraduate Certificate	12/17/2024
ISU	New	Nursing: Family Nurse Practitioner	Graduate Certificate	12/16/2024
ISU	New	Public Humanities	Graduate Certificate	12/20/2024
ISU	New	Actuarial Science	Certificate	12/24/2024
ISU	New	Actuarial Science (online)	Certificate	12/24/2024
ISU	New	Linguistics	Certificate	12/24/2024
UI	New	Politics and Law	Certificate-UG	10/24/2024
UI	New	Creative Writing	Certificate-UG	10/24/2024
UI	New	Political Analysis and Methodology	Certificate-UG	11/19/2024
UI	New	Public Policy Analysis	Certificate-UG	11/19/2024
UI	New	Investment Management and Analysis	Certificate-UG	11/19/2024
UI	New	Chemical Engineering of Semiconductors	Certificate-UG	11/19/2024
UI	New	People Management	Certificate-UG	12/9/2024

INST.	Request Type	Program Title	Certificate Type	Date
UI	New	Robotics Engineering	Certificate-UG	12/9/2024
UI	New	Corporate Social Responsibility in Business	Certificate-UG	12/9/2024
UI	New	Philosophy Fundamentals	Certificate-UG	12/9/2024
UI	New	History of Philosophical Ideas and Thought	Certificate-UG	12/9/2024
UI	New	Computer-Aided Engineering	Certificate-UG	12/9/2024
UI	New	Thermal Energy System Design and Analysis	Certificate-UG	12/9/2024
UI	New	Disability and Inclusive Human Services	Certificate-UG	12/9/2024

Other Academic Program Changes

INST.	Request Type	Program Title	Program Type	Date
BSU	New	Cyber Operations and Resilience	MET emphasis	7/11/2024
BSU	New	Cyber Operations and Resilience	EdS emphasis	7/11/2024
BSU	New	Cyber Operations and Resilience	EdD emphasis	7/11/2024
BSU	Name change	Center for Multicultural and Educational Opportunities to Center for Educational Opportunities	N/A	8/12/2024
BSU	Name change	Mathematics to Mathematical Sciences	BS	11/19/2024
BSU	New	Mathematical Sciences: Theoretical Mathematics	BS emphasis	11/19/2024
BSU	New	Mathematical Sciences: Applied Computational Mathematics	BS emphasis	11/19/2024
BSU	New	Mathematical Sciences: Statistics	BS emphasis	11/19/2024
BSU	New	Mathematical Sciences: Cryptologic Mathematics	BS emphasis	11/19/2024
BSU	Name change	Secondary Education emphasis under Mathematical Sciences to Mathematics Education	BS emphasis	11/19/2024
BSU	Relocate	Cyber Operations and Resilience program to School of Computing	BS | BAS	11/20/2024
BSU	Name change	Economics, Quantitative emphasis to Quantitative Economics	BA	11/20/2024
BSU	New	Theoretical Mathematics	Emphasis	11/21/2024
BSU	New	Applied Computational Mathematics	Emphasis	11/21/2024
BSU	New	Statistics	Emphasis	11/21/2024
BSU	New	Cryptologic Mathematics	Emphasis	11/21/2024
BSU	Discontinuance	Health Data Management	Minor	11/25/2024

INST.	Request Type	Program Title	Program Type	Date
BSU	Modification	Cyber Operations and Resilience	B.S.	11/25/2024
BSU	Modification	Cyber Operations and Resilience	B.A.S.	11/25/2024
BSU	Modification	Quantitative Economics	B.A.	11/25/2024
BSU	Modification	Foundations of Public Health	Undergraduate Certificate	12/3/2024
BSU	Modification	Foundations of Clinical Public Health	Undergraduate Certificate	12/3/2024
BSU	New	Social Work (online)	B.A.	12/16/2024
BSU	New	Accountancy (online)	B.B.A.	12/16/2024
ISU	New	Engineering and Applied Science: Civil Engineering	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Electrical and Computer Engineering	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Environmental Engineering	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Measurement & Control Engineering	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Mechanical Engineering	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Environmental Science & Management	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Mathematics	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Applied Mathematics	Concentration | Ph.D.	7/3/2024
ISU	New	Engineering and Applied Science: Statistics	Concentration | Ph.D.	7/3/2024
ISU	New	Blended Early Childhood Education (online)	BA	9/12/2024
ISU	New	Secondary Education (online)	BA | BS	9/12/2024
LCSC	Credit changes	Fitness (13 to 14 credit)	Certificate	12/18/2024
LCSC	Credit changes	Movement Psychology (14 to 10 credit)	Certificate	12/18/2024
LCSC	Credit changes	Nursing Management and Leadership (10 to 11 credits)	Certificate	12/18/2024
LCSC	Name change	Cyber Management to Cybersecurity Management	BA/BS	12/18/2024
LCSC	CIP Change	CyberAccounting from 52.0301 to 30.1601	MS	12/18/2024
LCSC	CIP Change	General Studies: Education from 24.0201 to 13.0101	BA	12/18/2024
LCSC	CIP Change	Geneal Studies: Natural Science & Mathematics from 30.1801/24.0102 to 30.1801	BA/BS	12/18/2024
LCSC	CIP Change	General Studies: Social Sciences from 24.0102 to 45.0101	BA	12/18/2024

INST.	Request Type	Program Title	Program Type	Date
LCSC	CIP Change	Radiographic Science from 51.0907 to 51.0911	BS	12/18/2024
LCSC	CIP Change	Sport Coaching from 31.0508 to 31.0501	Graduate Certificate	12/18/2024
UI	Various changes	Water Resources MS and Ph.D. concurrent degree with Law program JD • Change CIP Code from 14.0805 to 22.0207 • Remove thesis requirement from the M.S. degree • Increase number of credits from the J.D. program that can be used toward the completion of the M.S. from 9 to 12 in the Law, Management, and Policy option.	M.S./Ph.D./J.D.	10/17/2024
UI	CIP Change	Applied Economics from 01.0103 to 45.0603	MS	11/13/2024
UI	Name change	Modern Language Business to Global Business Language	BA	11/13/2024
UI	Name change	Management Information Systems to Business Information and Analytics	BS	11/13/2024
UI	Name change	Robotics Systems to Robotics and Automation	Undergraduate Certificate and Graduate Certificate	11/13/2024
UI	Discontinuance	Political Science (CdA) (removed F2F)	B.S.	11/19/2024
UI	Modification	Applied Economics	M.S.	11/19/2024
UI	Modification	Global Business Language Studies	B.A.	11/19/2024
UI	Modification	Political Science	B.S.	11/19/2024
UI	Modification	Business Information and Analytics	B.S.Bus.	11/19/2024
UI	Modification	Robotics and Automation	Certificate-UG	11/19/2024
UI	Modification	Robotics and Automation	Certificate-GR	11/19/2024
UI	Modification	Technology Management (remove face to face option)	MS	12/3/2024
UI	Relocate	Integrated Architecture and Design to Department of Design and Environments	MS	12/3/2024
UI	Name change	Kinesiology and Leisure Sciences to Kinesiology	MS	12/3/2024
UI	Update requirements	College of Law updating requirements to allow applicants to present an acceptable score on either the Law School Admission Test or General Test for admission.	N/A	12/3/2024
UI	Relocate	Black Studies minor to the College of Letters, Arts, Social Sciences from Culture, Society, and Justice Department	Minor	12/3/2024

INST.	Request Type	Program Title	Program Type	Date
UI	Name change	Industrial Technology to Engineering Technology	B.S. Tech	12/3/2024
UI	New	Crop Science and Management: Crop Science	BS emphasis	12/4/2024
UI	New	Crop Science and Management: Crop Management	BS emphasis	12/4/2024
UI	Expansion	Engineering Technology	B.S.Tech.	12/10/2024
UI	Expansion	Cybersecurity (Coeur d'Alene)	B.S.	12/10/2024
UI	Credit changes	Occupational Therapy (reduce number of required credit hours per accreditation recommendations)	Master	12/18/2024

List of Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Program Type	Date
CEI	New	Information Technology Services	BTC	7/3/2024
CWI	New	Digital Photography	AAS	7/3/2024
CWI	New	Digital Photography	BTC	7/3/2024
NIC	New	Culinary Arts Apprenticeship	A.A.S.	7/9/2024

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Degree	Date
LCSC	CIP Change	Medical Biller 51.0713 to 51.0714	ITC	7/3/2024
LCSC	CIP Change	CNC Machining Technology 15.0613 to 48.0510	AAS	7/3/2024
LCSC	CIP Change	Graphic Communication 10.0301 to 50.0409	AAS	7/3/2024
CEI	CIP Change	Legal Studies and Paralegal Training (curriculum alignment with LCSC and ISU Paralegal Studies and CIP change to 22.0302	AAS|ITC|ATC	9/20/2024

List of Academic Program Requests Approved by the Board

INST.	Request Type	Program Title	Degree	Date
UI	New	Anatomical Sciences	DAS	8/27/2024
UI	New	Cybersecurity	Ph.D.	12/18/2024

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Artificial Intelligence Science

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION

Boise State University proposes a new Bachelor of Science in Artificial Intelligence Science (BS in AI Science) degree program within the Department of Computer Science and School of Computing in the College of Engineering. This program aims to address the increasing industry demand for AI-ready professionals who can understand and utilize complex AI models effectively. It will offer a balanced curriculum, combining theoretical foundations with practical applications, including experience with physical systems like robots, and will emphasize ethical considerations in AI development and deployment.

The BS in AI Science complements existing data science offerings at Boise State by focusing on model and feature engineering, production-level deployment, and a deeper understanding of AI's underlying principles. While data scientists primarily focus on data collection, analysis, and inference, AI specialists delve into the creation, optimization, and deployment of intelligent systems.

To prepare students for careers in AI, the Department of Computer Science has introduced a Machine Learning emphasis within its Computer Science major. This emphasis provides students with a solid foundation in data science, core computer science principles, relevant mathematics, and a variety of elective courses. Building upon the success of this emphasis, the university is proposing the BS in AI Science degree, which will offer a more comprehensive and in-depth exploration of AI, including generative AI, AI hardware, AI for production, and AI in business.

IMPACT

The demand for AI-related skills in the U.S. job market is rapidly growing. From February 2023 to February 2024, approximately 120,024 unique job postings required or preferred a bachelor's degree and AI skills, such as Generative AI, AI Applications, and AI Systems. Including Machine Learning skills, the number of postings increased to 182,558. Additionally, skills like Python, Data Analysis/Data Science, Automation, and Software Engineering are highly sought after in conjunction with AI-related skills.

The proposed BS in AI Science program at Boise State University aligns with industry needs, as confirmed by the Computer Science Department’s Industrial Advisory Board. The program will equip graduates with the necessary skills to fill emerging roles in AI, such as Machine Learning Scientist, Artificial Intelligence

Scientist, Machine Learning Engineer, and Generative AI Scientist, specialist positions that require a deeper understanding of AI concepts and techniques.

AI is revolutionizing various sectors, from healthcare and transportation to education and the arts. AI-powered solutions have the potential to address significant societal challenges and unlock new creative possibilities. The BS in AI Science program at Boise State University is designed to equip students with the skills to contribute to this technological advancement. Although there are no similar baccalaureate degree programs at Idaho public institutions, CWI has recently started an associate's degree in Artificial Intelligence and Cloud Computing. Boise State will be working closely with CWI to align curricula and to facilitate transfer from CWI's recently introduced two-year AI degree offering to Boise State's proposed BS in AI Science program.

To ensure the program's continued success, annual enrollment and graduation numbers will be closely monitored. The program aims to maintain a minimum enrollment of 35 students and graduate at least 10 students per year by the sixth year of the program's implementation. Given the demand for AI, Boise State anticipates a much higher demand. The basis for the minimums is to ensure sufficient enrollment to offer the required courses in the most cost-effective way. If these minimums are not met for three to four years after the program is fully scaled, Boise State will initiate a process to evaluate the program and consider whether to discontinue it.

To accommodate projected enrollment growth in the AI Science program, the department anticipates a significant increase in course sections over the next four years. The program is designed to be cost-effective, leveraging existing courses and open-source technologies. By minimizing the need for textbooks and offering online course options, the program aims to make AI education accessible to a wider range of students. The curriculum will emphasize practical, real-world applications of AI, including programming languages like Java and Python.

A budget projection has been developed to accommodate this growth, including funding for new faculty positions, both tenure-track and clinical, to teach the increased course load. Additionally, graduate assistants will be hired to support faculty and grading. The budget also accounts for additional sections in supporting courses such as mathematics, electrical engineering, and general education electives. The estimated overall enrollment in the Department of Computer Science (currently at approximately 740 students, projected to grow to over a thousand students within the next four years with the addition of the BS in AI Science) will provide sufficient new revenue to cover additional personnel expenses. The program does not require significant investments in new physical infrastructure, such as equipment or laboratory space. Total expenditures are $140,601 – $883,592 of ongoing funding over a four-year period.

The proposal indicates there will be professional fees for upper-division courses (some of these are available for computer science students who are already paying the fees). Estimated costs for course/professional fees include $2,560 for the duration of four years. This amounts to an average of $640 per year.

ATTACHMENTS

Attachment 1 – Bachelor of Science in Artificial Intelligence Science Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Boise State University anticipates 37 initial enrollments in Fall 2025, reaching 182 enrollments by Fall 2029 per program proposal. The program anticipates that graduates will be realized starting in FY 2027 with five graduates and anticipates graduating 46 by FY 2030. To keep the program sustainable, the program identified a minimum enrollment of 35 students and at least 10 graduates by the sixth year of the program's implementation. If the BS in AI Science program is below those numbers per year for three to four years after the program is fully scaled, Boise State will evaluate the program and consider whether to discontinue it.

Boise State's request to offer a Bachelor of Science in Artificial Intelligence Science is consistent with their Service Region Program Responsibilities and their current Three-Year Plan for Delivery of Academic Programs in Region III. In accordance with State Board Policy III.Z responsibilities, no institution has statewide program responsibility specifically for engineering and computer science programs in artificial intelligence. Currently, there are no other baccalaureate programs in this area being offered by other Idaho public postsecondary institutions. As noted by Boise State, College of Western Idaho was recently approved to offer an Associate of Applied Science in Artificial Intelligence and Cloud Computing that started this fall. Additionally, Idaho State University also has plans to submit a proposal for a new Bachelor of Science in Artificial Intelligence in the coming months projected for Region V and VI, fall 2025.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2025; and to the Instruction, Research, and Student Affairs Committee on February 8, 2025.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a Bachelor of Science in Artificial Intelligence Science as presented by the full proposal presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	November 21, 2024				
Institution Submitting Proposal:	Boise State University				
Name of College, School, or Division:	College of Engineering				
Name of Department(s) or Area(s):	Department of Computer Science				
Official Name of the Program:	Artificial Intelligence Science				
Degree Information:	Degree Level: Bachelors	Degree Type: Bachelors of Science			
CIP code or Modification of CIP Code (consult IR /Registrar):	11.0102				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face				
Implementation Date:	Fall 2025				
Geographical Delivery:	Location(s)		Region(s)		
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	X	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility		Statewide Program Responsibility	

Indicate those that apply to this request:

- [X] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [X] New Program
- [ ] New branch campus or change in location
- [ ] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

College Dean	Date	Vice President for Research (as applicable)	Date 12/23/2024
Graduate Dean/other (as applicable) Jo Ellen DiNucci (11/25/2024 10:20 MST)	Date	Academic Affairs Program Manager, OSBE	Date 01/14/2025
FVP/Chief Fiscal Officer John Buckwalter (11/22/2024 08:59 CST)	Date	Chief Financial Officer, OSBE	Date 1/16/2025
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of a new Bachelor's of Science in Artificial Intelligence Science (BS in AI Science). The new degree program will reside in the Department of Computer Science and be affiliated with the School of Computing, both of which reside in the College of Engineering at Boise State University.

   Artificial Intelligence (AI) is being used in most mobile devices, many software applications, and is driving an increasing number of businesses. AI has changed dramatically in the past ten years due to exponential increases in data used to train AI models, and in fast improvements to hardware that powers AI. More recently, powerful "foundational models" like large language models have enabled rapid changes in the AI landscape affecting many industries and education. There is a need in industry for AI-ready students who understand the complex intricacies of these models and how they can be used for good. There are only a handful of AI bachelors' programs in the U.S., and none in Idaho. Boise State can be a powerful player in this area with a new BS in AI Science.

   Though largely focused on software (AI has been a sub-field of Computer Science from its beginnings), the proposed major gives students more experience with AI tools, ethical considerations (e.g., potential downstream harms of AI), as well as experience with physical systems (e.g., robots). The program will have a balance of theoretical (e.g., how large language models represent language internally), as well as practical applications including production-level experience that is needed for careers in industry.

   The BS in AI complements efforts across campus towards increasing offerings in data science. There are multiple data science undergraduate certificates, a data science emphasis in the Ph.D. in Computing Program (a very popular area within that program) and there is currently an effort to introduce a Master's of Science in Data Science at Boise State. Data scientists spend more time learning about coding tools for data collection, munging, analysis, and inference whereas AI is more focused on model and feature engineering (as well as computer science-related engineering, including data structures and algorithms) and production-level deployment. Data scientists don't usually work on production-level deployment and maintenance; that is usually left to machine learning engineers or AI engineers.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

A recent report (see Appendix A) for the United States shows approximately 120,024 unique job postings from February 2023 to February 2024 that require or prefer a bachelor's degree as well as one or more 'Artificial Intelligence' related skills, which include Generative Artificial Intelligence, Artificial Intelligence Applications, Artificial Intelligence Systems. If we include 'Machine Learning' related skills, the unique job postings increase to approximately 182,558. The top employable skills besides artificial intelligence related skills include Machine Learning, Python, Data Analysis/Data Science, Automation, Software Engineering and Software Development. These are consistent with curriculum designed by other institutions offering a BS in Artificial Intelligence or similar programs. The demand for some of these skills are expected to continue to rapidly grow in the next few years.

The Department of Computer Science maintains an Industrial Advisory Board composed of representatives from many companies in Idaho including Micron, HP, Kount, Clearwater Analytics, and several other companies that are members of the Idaho Technology Council. In our recent discussions with the board, they expressed excitement about the BS in AI Science program and agreed that it would be very helpful for Idaho companies who are, like many companies, looking to AI for future growth.

Job titles for artificial intelligence scientists or engineers overlap with computer science majors who have experience with machine learning to some degree, but new job titles have recently emerged. The items below differentiate between computer science, data science, and artificial intelligence/machine learning science graduates.

Job Titles for Computer Science graduates:
- Software Engineer
- Computer Scientist
- Software Developer
- Web Developer
- Systems Engineer
- Database Engineer
- Cybersecurity Analyst
- Mobile Application Developer

Job Titles for Data Science graduates:
- Data Science
- Data Analytics
- Data Modeling
- Data Warehousing
- Data Visualization
- Business Statistics
- Business Analytics
- Data Engineer

Job Titles for AI Science graduates:
- ***All Data Science Titles listed above**
- Machine Learning Scientist
- Artificial Intelligence Scientist
- Machine Learning Engineer
- Generative AI Scientist

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

The Department of Computer Science began offering a Machine Learning Emphasis as a part of their Computer Science major. Machine learning is an important component of AI, making up one technical approach to AI that is widely used. The emphasis offers students a path to take introductory data science courses, core computer science courses, relevant math courses, as well as a selection of elective courses for students to choose from. Students who have completed the Machine Learning Emphasis have gone onto work at local companies as well as international tech companies (e.g., Google), showing that the emphasis has succeeded in preparing students for industry and to compete with graduates of other prestigious universities. The Machine Learning Emphasis has grown rapidly in popularity from just a few in its first year to now over 100 enrolled students.

The BS in AI Science is a deeper and broader version of the machine learning emphasis with more focus on broader AI applications including generative AI, as well as AI Hardware, AI for Production, and AI in Business. The BS in AI Science degree therefore gives students flexibility to take courses from other departments across campus to take AI-related courses. An AI Science baccalaureate degree program will draw more students to Boise State as very few such degrees are currently available across the country.

There is currently a student-run AI Club at Boise State University with over 100 registered members. The club meets regularly to discuss AI-related topics, host guest speakers, tour local companies, and work on projects together. They also help with outreach to local schools by helping kids learn how to code robots.

The trends in the market point to AI as a very important part of the future of technology across many sectors including healthcare, education, precision agriculture, manufacturing, and many others.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

AI is already making a major impact on the world and society. AI can potentially benefit wide areas of society such as healthcare, security, transportation, manufacturing, precision agriculture, education, and many other societal challenges. It is also influencing the arts in many positive ways by providing the artists with new techniques and more creative possibilities.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X__

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Prior coursework can be accepted if it has not been applied to a prior degree or completed through an accelerated plan. A student may request that prior coursework be counted towards course requirements, however it remains up to the faculty in the program to review the coursework and make the final determination if the prior coursework is sufficient. Boise State University's Credit for Prior Learning (University Policy 3040) has defined a process where

students can challenge a course. If a student believes that their background, education, and/or experience has given them knowledge in a subject area, the student may challenge certain courses to get credits for their prior learning.

We have already begun working with the College of Western Idaho (CWI) to align their curriculum with our offering to facilitate transfer from their recently introduced two-year AI degree offering to our proposed BS in AI Science program.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The BS in AI Science is designed to be a cost-efficient program maximizing existing courses, real-world applications, and AI technical skills. The programming languages that are taught include Java and Python, which are open-sourced languages. Moreover, many of the courses do not require textbooks (or the textbooks are free, online). Some of the first courses such as Introduction to Programming and Foundations of Data Science have online options depending on the semester.

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Although there are no similar baccalaureate degree programs at Idaho public institutions, we would like to note that CWI has recently started an Associates degree in Artificial Intelligence and Cloud Computing. We will be working closely with them to align their curriculum with our degree program to facilitate transfer from their recently introduced two-year AI degree offering to our proposed BS in AI Science program. CWI has eight students enrolled in this program in its first semester of Fall 2024.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY25	FY__	FY__	FY__ (most recent)	FY25	FY__	FY__	FY__ (most recent)
N/A	N/A	N/A				N/A			

7. Justification for Duplication (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Not applicable. No similar program exists.

8. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
Fall 25 (1st year)	Fall 26	Fall 27	Fall 28	Fall 29		FY26 (1st year)	FY27	FY28	FY29	FY30	
37	79	124	155	182		0	5	19	37	46	

9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above.
What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

Capacity. Students in the BS in AI Science program will take classes alongside students in the BS in Computer Science program. Some students who apply to the BS in Computer Science program already opt for the Machine Learning emphasis through their chosen coursework, but generally have computer science backgrounds.

We are already teaching many of the courses required for the program and the courses are sequenced properly so students have options each semester. We will need to offer some new courses for this program to better prepare students for the workforce, which will require additional capacity. The capacity that we are projecting would be covered by the revenue that will be generated.

Note that the numbers above are conservative and are based on the growth pattern for the Machine Learning emphasis in the Computer Science degree program. Some of the enrollment will come from new enrollments and some may come from shifts in enrollment. If the growth is more than we project, we anticipate we will have more revenue to be able to invest in the program to increase the capacity.

Recruitment. The Department of Computer Science has an outreach committee that regularly participates in recruitment activities. Activities include participating in career fairs (e.g., the West Ada Career Fair), the Engineering Fair hosted by the College of Engineering, SHE Tech, among others. The committee has also hosted groups of students from local high schools (e.g., Borah, Middleton, and Skyview in Spring 2024) to come to the department for a day to learn about Computer Science, as well as AI. The outreach committee will continue these efforts for visibility and recruitment and give students information about the computer science and BS in AI Science degrees.

Projection. The methodology includes looking at initial enrollment growth of 10 to 50 freshman in the first five years as well as moderate number entering at the sophomore level (similar to what we experience with the Bachelors of Computer Science). We anticipate this new program will primarily come from new growth. We expect some students to transition from the Bachelors of Science in Computer Science degree program – particularly from the existing Machine Learning emphasis.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We expect to have a minimum enrollment of 35 students with an average of 10 graduates each year when the program is fully scaled. Given the demand for AI, it is much more likely that we will have a much higher demand. The basis for the minimums is so that we have sufficient enrollment to be able to offer the required courses.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

We will review annual enrollments and graduation numbers annually. We expect to have a minimum enrollment of 35 students and at least 10 graduates by the sixth year of the program's implementation. If we are below an enrollment of 35 and below 10 graduates per year for three to four years after program is fully scaled, we will initiate a process in which we will evaluate the program and consider whether to discontinue it.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Admissions Quality Control: Students who apply to the program must be able to meet the requirements for succeeding in the foundational coursework and MATH requirements. Students must take and pass CS 133 Foundations of Data Science, MATH 170 Calculus, and CS 121 Computer Science 1 in order to continue in the program.

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Prioritization (PP, 5-year review cycle): Program prioritization is a mandatory process of the State Board of Education for all Idaho universities. Program prioritization is designed to increase alignment of resources with mission and the strategic plan and priorities of an institution, and help make informed decisions through conducting a careful evaluation of programs and services.

There currently is no ABET (Accreditation Board for Engineering and Technology - that accredits Engineering and Computer Science programs) accreditation option for AI-related degrees. We anticipate an option will become available similar to how cybersecurity has been a more recent addition (in 2018). We will continue to monitor ABET's options for degrees. Once there is an option for AI-related degrees, we will engage them for accreditation.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a

Not applicable.

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes ____ No X

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

Date Not Applicable

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's Board approved 3-year plan?**

Yes X No ____

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	The program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	61
Credit hours in required courses offered by other departments.	13 (MATH), 3 (ECE), 3 (WRITE)
Credit hours in institutional general education curriculum.	38
Credit hours in free electives	2
Total credit hours required for degree program	120

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

In the table below:
- SE → Spring even years, SO → Spring odd years,
- FE → Fall even years, FO → Fall odd years

New courses are highlighted. Some of the other courses will have additional sections or offerings. The impact on resources is discussed later in the appropriate sections.

Number	Name	#cr	Semesters Taught
University Foundation Requirements (38 credits)			
FN (1st field)	CHEM 111/111L or PHYS 211/211L	4-5	SE, FE, SO, FO
FN (2nd field)	BIOL 191 or BIOL 227 or GEOL 101 or CHEM 111/111L or PHYS 211/211L; NOTE: (2nd FN course must be in a different field then 1st FN course)	3-5	SE, FE, SO, FO
MATH 170	Calculus I	4	SE, FE, SO, FO
	Other foundation courses	25-27	
Major Requirements and Electives (82 credits)			
CS 121	Computer Science I	4	SE, FE, SO, FO
CS 133	Foundations of Data Science	3	SE, FE, SO, FO
CS 153	Navigating Computer Systems	1	SE, FE, SO, FO
CS 155	Introduction to Version Control	1	SE, FE, SO, FO
CS 208	Introduction to Full Stack Web Development	3	SE, FE, SO, FO
CS 221	Computer Science II	3	SE, FE, SO, FO
CS 230	Ethical Issues in Computing	3	SE, FE, SO, FO
CS 233	Essentials of Data Science	3	SE, SO
CS 321	Data Structures	3	SE, FE, SO, FO

CS 331	Computer Security and Information Assurance	3	SE, FE, SO, FO
CS 334	Algorithms of Machine Learning	3	FE, FO
CS 434	Applied Deep Learning	3	SE, SO
CS 435	Large Scale Data Analysis	3	FE, FO
CS 436	Natural Language Processing	3	SE, SO
CS 457	Introduction to Artificial Intelligence	3	FE, FO
CS 458	Reinforcement Learning	3	SE, SO
CS 459	Machine Learning in Production	3	FE, FO
CS 481	Senior Design Project	3	SE, FE, SO, FO
ECE 438	Edge AI Hardware Systems	3	FE, FO
MATH 175	Calculus II	4	SE, FE, SO, FO
MATH 189	Discrete Math	4	SE, FE, SO, FO
MATH 301	Linear Algebra	3	SE, FE, SO, FO
MATH 360 or MATH 361	Engineering Statistics, or Probability and Statistics	3	SE, FE, SO, FO
WRITE 212	Introduction to Technical Communication	3	SE, FE, SO, FO
Additional Courses	CS/PHIL 444 Machine Intelligence (3) OR ME 467 Robotics and Automated Systems (3) OR CS 471 Software Engineering OR CS 432 Harnessing Generative AI (3) OR CS 408 Full Stack Web Development (3) OR CS 410 Databases (3) OR CS 421 Algorithms (3) OR	9	SE, FE, SO, FO FE, FO FE, FO SE, SO SE, FE, SO, FO
Electives		2	
	Total:	120	

Below is a sample four-year plan:

Four-year plan example

Semester 1		**Semester 2**	
MATH 170 Calc I	4	MATH 175 Calc II	4
COMM 101	3	CS 121 Computer Science I	4
ENGL 101	3	CS 233 Essentials of DS	3
CS 133 Foundations of Data Science	3	ENGL 102	3
		CS 153 Navigating Computer Systems	1
		CS 155 Version Control	1
Total	13	**Total**	16
Semester 3		**Semester 4**	
PHYS 211/211L or CHEM 111/111L	4	MATH 360/361 Probability and Statistics	3
UF 100	3	UF 200	3
CS 221 Computer Science 2	3	WRITE 212 Technical Writing	3

MATH 189 Discrete Math	4	CS 321 Data Structures	3
CS 208 Intro to full stack Web Dev	3	CS 331 Computer Security and Information Assurance	3
Total	17	**Total**	15
Semester 5		**Semester 6**	
MATH 301 Linear Algebra	3	Foundations of Social Science FS	3
CS 334 Algorithms of ML	3	CS 457 Artificial Intelligence	3
CS 230 Ethics in Computing	3	CS 436 Natural Language Processing	3
CS 435 Large Scale Data Analytics	3	CS 459 Machine Learning in Production	3
BIOL 191/227 or CHEM 111/L or GEOL 101 or PHYS 211/L FN	4	ECE 438 Edge AI Hardware Systems	3
Total	16	**Total**	15
Semester 7		**Semester 8**	
Foundations of Social Science in 2nd field FS	3	Foundations of Humanities FH	3
Required Additional Course	3	Required Additional Course	3
CS 481 Senior Design (FF)	3	CS 434 Applied Deep Learning	3
CS 458 Reinforcement Learning	3	Required Additional Course	3
Foundations of Arts	3	General Electives (if needed)	1-2
Total	15	**Total**	13-14
		Total credits:	**120**

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will be required to take CS481 Senior Design Project, which is a capstone course for graduating BS in AI Science majors. In teams of four to five, students select projects from submitted proposals that can be completed in one semester and receive experience designing, implementing, and testing the assigned software artifact. Students report their progress via documentation, meetings and demos with both the sponsor and instructor at regular intervals throughout the semester. It is important for BS in AI Science students to complete the design project course because it will give them practical experience working on real-world AI applications and working with software developers, which will be a common setting throughout their careers.

Companies like Micron, Hewlett-Packard, Clearwater Analytics, Ericsson Enterprise Wireless (previously Cradlepoint), WinCo, Boise Brewing, Predictable Ryde, and non-governmental organizations (NGOs) like the Bureau of Land Management, Idaho Digital Learning Alliance and the Boise Interfaith Sanctuary have all benefited from this program with most projects being monetized or employed by the sponsors after completion. Many companies have recently requested machine learning and AI be integrated into their projects.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed

program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

1. Analyze a complex problem and apply principles of Artificial Intelligence (AI) and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate an AI-based solution to meet a given set of requirements in the context of the program's discipline.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in AI practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
6. Apply AI development fundamentals to produce AI-based solutions.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Boise State uses a Program Assessment Reporting (PAR) process to assess student learning in programs. The process asks programs to map and collect data on student learning using the Program Learning Outcomes stated in question 16 above. We also map the student earning to the University Learning Outcomes. This process is on a 3-year cycle and we will use data from courses, as well as surveys from student, alumni, and industry partners to assess the new Bachelors in AI Science degree.

The Bachelors in Computer Science degree has a sophisticated assessment system that is used as part of the national ABET (Accreditation Board for Engineering and Technology) accreditation. When ABET rolls out an accreditation process for AI degrees, we plan to also join that assessment process while continuing to do the PAR process that is local to the university.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

[2] 2 Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

There is no need for new on-campus equipment or space. Sufficient number of classrooms and physical labs already exist in the department. We will have to be careful to maximize the use of space available to accommodate the additional course sections that will be needed. Additional virtual resources will be needed (e.g., Amazon Web Services, cloud computing). We have coordinated with OIT with regards to AWS resources for our current classes and are collaborating with grants with OIT to secure funds to continue to advance our artificial intelligence computing capabilities.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

We do not anticipate a need for additional physical resources.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Not applicable. We do not anticipate a need for additional physical resources, such as equipment, space or laboratory instruments etc.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

We do not anticipate an impact on library resources. The currently available access to online digital libraries (particularly publications from the professional societies ACM and IEEE) are sufficient.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We do not need additional library resources.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Based on the projected enrollments, we anticipate a growth in the needed sections of classes over the next four years: FY26 (1.5 additional sections), FY27 (4 additional sections), FY28 (9 additional sections), and FY29 (15 additional sections). We assume current teaching loads for faculty in our department: tenure-track faculty (3 courses per year) and clinical faculty (6 courses per year). Our modeling accounts for faculty salaries

to support sections of those courses in the projected budget. We have used the current ratio of tenure-track faculty lines, clinical faculty, and adjunct instructors for those courses. Currently 70% of our faculty are tenure-track and 30% are clinical. Approximately 20% of our course sections are taught by adjunct faculty. Additional faculty lines are budgeted based on growth in enrollments and corresponding revenue. We also budget a PhD in Computing Graduate Assistant to support the tenure track faculty and facilitate in grading capacity for the additional sections.

Our budget projections include salaries and faculty increases for Math, Electrical and Computer Engineering (ECE), and other courses in the general education requirements needed for graduation. Computer Science (CS) accounts for 50-60% of the total faculty salary noted in the budget with the remaining portion accounting for instructional capacity needed to teach additional sections in Math, ECE, and general elective courses. For the general elective courses, we projected 30% of sections are taught by adjuncts, which is higher than that of CS, but in general lower than the reported numbers from the College of Arts and Sciences that houses many general education courses. Please see the attached budget for the details.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

We have two positions that we are hiring for that are starting in fall 2025 which will bring our department to 19 tenure-track faculty and 8 clinical faculty. We currently have one full-time advisor and two part-time advisors, along with three full-time administrative staff.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

Currently the Department of Computer Science hosts the Bachelors of Science (BS) in Computer Science (CS), the Masters of Computer Science, and is strongly represented in the PhD in Computing program. We have approximately 740 undergraduate students (the most ever) and 40 masters students and account for almost one third of the College of Engineering's students. Within the BS in CS program, we have a machine learning emphasis (with over 100 students enrolled in that program). We anticipate some students in the BS in CS (and machine learning emphasis in particular), will transition to the BS in AI Science degree program. This will not negatively impact the BS in CS program as the electives currently available will still be available to CS and AI Science students. Additionally, we are adding a strong selection of AI specific courses that could also serve as electives for Computer Science students enriching their experience and provided a much-needed specialized experience in AI science.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The additional personnel that are budgeted for over-time are: a full-time advisor to advise students, a half-time administrative assistant, and part of a summer month to help support an Associate Chair of the department. These resources will be needed as with the addition of this program, the projected overall enrollment within the department will be around a thousand students within the next four years.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Funds are not being reallocated directly. As indicated above there will likely be some Bachelors of Science in Computer Science students that transition to the Bachelors of Science in Artificial Intelligence Science degree program. BS in CS students that transition to the BS in AI will be supported by the currently existing infrastructure and funds to support the instructional capacity to support their progress along their new degree path. The budget template focuses on new student enrollment and as such the budget indicates additional revenue for new (not transitioning) students and the expenditures that will be incurred relative to supporting their academic path.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not applicable.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3. b.

There are currently offered lower-level courses that have course fees that will also be assessed to students in this program. Similar to the Computer Science program (and other engineering programs in the College of Engineering), professional fees will be assessed for upper-division courses (some of these are available for computer science students who are already paying these professional fees).

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The estimated costs for course and professional fees within the Computer Science department is $2,560 throughout the duration of the four years. This averages to an additional $640 per year.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and

estimated expenditures for the first **four** fiscal years of the program.

- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second- and third-year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Please see attached budget template.

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	14	14	33	33	65	65	96	96
B. Shifting enrollments	23	23	46	46	59	59	59	59
Total Enrollment	37	37	79	79	124	124	155	155

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$ 130,466.00		$ 316,752.81		$ 642,624.26		$ 977,579.80	
5. Student Fees	$ 3,545.41		$ 11,345.32		$ 26,739.11		$ 44,413.94	
6. Other (i.e., Gifts)								
Total Revenue	$ 134,011.41	$ -	$ 328,098.13	$ -	$ 669,363.37	$ -	$ 1,021,993.74	$ -

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.34		0.95		1.98		3.30	
2. Faculty	$ 53,966.37		$ 149,637.47		$ 308,037.43		$ 503,063.19	
3. Adjunct Faculty	$ 3,188.11		$ 6,981.31		$ 15,340.65		$ 22,070.37	
4. Graduate/Undergrad Assistants	$ 8,832.43		$ 25,166.39		$ 53,139.96		$ 88,948.12	
5. Research Personnel								
6. Directors/Administrators	$ 5,885.89		$ 6,627.85		$ 8,483.55		$ 10,224.11	
7. Administrative Support Personnel	$ 31,481.08		$ 35,015.09		$ 44,273.64		$ 52,713.10	
8. Fringe Benefits	$ 37,247.62		$ 72,740.47		$ 133,498.54		$ 206,573.15	
9. Other:								
Total Personnel and Costs	$140,602	$0	$296,169	$0	$562,774	$0	$883,592	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL EXPENDITURES:	$ 140,601.50	$ -	$ 296,168.58	$ -	$ 562,773.77	$ -	$ 883,592.04	$ -
Net Income (Deficit)	$ (6,590.09)	$ -	$ 31,929.55	$ -	$ 106,589.60	$ -	$ 138,401.70	$ -

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A&B	FTE and headcount are identical for full-time students; Some students will shift from CS to AI; AI new enrollments will grow over time
II.4	Tuition multiplied by new students enrolled in AI (not those shifting from CS to AI)
II.5	Course fees for lower division courses and professional fees for upper division courses (like other programs including CS in the College of Engineering)
III.A.1	Model assumes faculty to teach CS, Math, ECE, and other courses (growing based on enrollment growth); by FY29 increases of 1.74 CS, .24 ECE, .28 MATH, 1.04 O
III.A.2	Model assumes faculty to teach CS, Math, ECE, and other courses (growing based on enrollment growth)
III.A.3	Model assumes adjunct faculty help teach CS, Math, and other courses (growing based on enrollment growth; 20% in CS and 30% other)
III.A.4	Part of PhD GA per new CS faculty required; assists in the grading of AI courses, as well as the research endeavor for new tenure-track faculty
III.A.6	Part of Associate Chair summer month based on enrollment ratio new AI to overall (AI + CS->AI)
III.A.7	Half of an administrative assistant (based on initial salary of $62K) and a full time advisor (based on initial salary of $52K)
III.A.8	Fringe of faculty, associate chair, administrative assistant, and advisor

IDAHO STATE UNIVERSITY

SUBJECT

Doctor of Psychology in Clinical Psychology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. and Section V.R.

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes to offer a Doctor of Psychology in Clinical Psychology (Psy.D.) degree. The proposed program will utilize the professional fee model outlined in Board Policy V.R if it does not receive adequate Capacity Enhancement Funds under the institution's recent request to the Office of the Governor in order to offset the cost of the program. This program will be offered by ISU Psychology Department existing faculty located in Pocatello and new faculty in Meridian. The requested program will be offered in conjunction with ISU's nationally known Doctor of Philosophy (Ph.D.) program in Clinical Psychology, which is located in Pocatello and has been offered by ISU's Department of Psychology continuously since State Board of Education approval in 1991. The new Psy.D. program will have an Integrated Behavioral Health focus, which is unique from the existing Ph.D. program in Clinical Psychology and is in response to several significant mental health needs within the state. ISU has been in conversation with Boise State University regarding jointly offering this program in the future as their capacity and interest allows.

Across the globe, mental health disorders consistently rank in the top ten causes of disease burden, leading to nearly 150 million years of lost life (Institute for Health Metrics and Evaluation Global Burden of Disease, 2024) and costing the global economy approximately $6 trillion per year by 2030 (The Lancet Global Health, Mental Health Matters, 2020). Unfortunately, these trends are also evident in the state of Idaho. Mental health disorders cost Idaho's economy over $1.5 billion each year. These costs are associated with increased days missed at work/school, decreased work productivity, increased associated health care costs, decreased high school graduation rates, increased homelessness, increased incarceration for those with mental illness, and increased expenditure on public mental health assistance programs. Fortunately, it has been estimated that approximately 70% of the disease burden associated with mental health could be avoided if those with mental health disorders had access to adequate professional care. Unfortunately, in the 2023 Idaho State Behavioral Health Planning Council Governor's Report, every participating Region in Idaho (all but Region 4) indicated that their #1 gap/need was access to more treatment providers. Confirming this, the U.S. Health Resources and Services Administration has designated every county in Idaho as a "mental health professional shortage area" (Idaho Behavioral Health Alliance, 2022). Repeated calls have been made for Idaho to increase the behavioral health

workforce (Idaho Behavioral Health Alliance, 2022). In response to these calls, Idaho State University has expanded the clinical training of clinical mental health providers in areas including social work, mental health counseling, and is now proposing to further attend to these needs through the development of the Psy.D. Program in Clinical Psychology.

IMPACT

Doctoral programs in Clinical Psychology are composed of Ph.D. programs and Psy.D. programs – both of which play important roles in the discipline and in the landscape of mental health care. Ph.D. programs, such as ISU's current Ph.D. program in Clinical Psychology, typically have a strong research emphasis and train students to become good scientists as well as strong practitioners. However, graduates of these programs often find an academic/research position in another state or return to their home states to practice.

In contrast, Psy.D. programs focus on practice and are more likely to recruit applicants from the communities and regions in which they are located. Upon graduation, these individuals often stay in the state where they were trained and thus have a direct impact on the local mental health needs. Conducting research often plays a smaller component in these programs, with a focus on training students to become strong consumers of research in order to provide evidence-based care in clinical settings. In Psy.D. programs, the focus is specifically on developing mental health care providers with strong clinical skills. By instantiating a Psy.D. program in Clinical Psychology, ISU believes that it can use its already significant expertise to train additional providers likely to remain in and care for the population of Idaho.

In addition, the proposed Psy.D. Program will be unique from the state's existing Ph.D. Program in its focus on Integrated Behavioral Health (care that includes both behavioral health providers and primary care providers working together to address both physical and mental health concerns) and training exposure in the practice of tele-mental health. Many of the most significant health care problems experienced in Idaho fall under the Integrated Behavioral Health umbrella, and include addictions (e.g., opiates, tobacco, alcohol), chronic health conditions (e.g., heart disease, diabetes), cognitive decline, obesity, stress, and insomnia. Psychologists trained in Integrated Behavioral Health gain experience in collaborating with other health care providers in primary care medical settings. This type of approach addresses many of the barriers that often prevent people from seeing mental health specialists, such as stigma associated with mental health services and scarcity of mental health providers, and such an approach can be particularly effective in rural settings.

Currently, there are several other Psy.D. programs in our region seeking to contribute providers to the mental health care provider workforce. These are located in Idaho (Northwest Nazarene University), Washington, Oregon, Nevada, Utah, Colorado, Wyoming, and Montana. However, none of these have the long-

standing reputation for excellence in clinical psychologist training that exists at Idaho State University. ISU believes that instantiating a Psy.D. program that can lean on the considerable strengths built over the last several decades in its Clinical Psychology Ph.D. program can, when paired with an Integrated Behavioral Health model and with experience in tele-mental health, generate precisely the type of providers needed at the doctoral-trained level to attend to the state's needs. These providers are one important class in a complex landscape of mental health care providers that include social workers, counselors, addiction specialists, primary care physicians, and nurse practitioners.

It should be noted that currently, the Idaho Department of Labor projects a 7.9% workforce growth over the next 10 years for clinical, counseling, and school psychologists (Idaho Department of Labor, 2024). Thus, an opportunity for reasonable growth in this field currently exists, and the development of another doctoral program dedicated to training and retaining providers who can partner with other providers to effectively treat Idahoans across the many different localities, urban and rural, that exist in the state seems both needed and justified. ISU is proposing to accept 6 Psy.D. students in the first year, 8 in the second year, 10 in the third, and then 12 in the fourth and subsequent years of operation.

As it relates to fees and financial impacts, it should be noted that ISU intends to support this program by levying professional program fees in alignment with program costs if its request for Capacity Enhancement Funds is not approved. Requirements to establish such a fee structure are stipulated in Policy V.R.3.b.iii and include the following, each of which is met by the current program as proposed: 1) the program "qualifies [graduates] to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required," 2) the program "is actively seeking accreditation if it is a new program," and 3) the fees are "based on the costs to deliver the program and other related costs."

As the attached budget form notes, once fully subscribed, the program will cost approximately $904,876 per year to operate including personnel and operating costs. ISU will also recover a total of $127,673 in standard student fees (activity fee, facilities fee, and IT fee). To offset the remainder of the costs associated with delivering this program and build a reasonable reserve to support future programmatic needs and facilities costs, ISU anticipates charging a professional fee of $556,452 or $10,000 per year per student. This would provide a net $359,060 per year. It would also set ISU's total financial cost for this program, including tuition and professional fees, at $22,384 a year per student. Given that Northwest Nazarene University is currently the lowest priced PsyD program in the region with a cost of $29,600 per year, ISU's program will be $7,216 below this and thus the lowest priced in the region.

ATTACHMENTS

Attachment 1 – Doctor of Psychology in Clinical Psychology Proposal
Attachment 2 – Institutional Feedback

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University is requesting approval to establish a new Doctor of Psychology in Clinical Psychology (PsyD) to be offered by ISU faculty located in Pocatello as well as new faculty located at the Meridian campus in Regions III and V. The program will be offered 80% face-to-face and 20% distance delivery. The program projects six initial enrollments in FY 2027 reaching 48 by FY 2031 with five graduates projected starting in FY 2031. ISU notes that reaching the goal of 12 PsyD program students per year will be essential while they get the program running.

The program will need eight student enrollments to keep it financially viable, to include six to ten graduates per year depending on size of the admitted cohort. The program also identified 12 core clinical faculty members (7 in Pocatello affiliated with both the Ph.D. and Psy.D. programs and 5 in Meridian affiliated with just the Psy.D. program) as the minimum to continue the program. If minimums are not met for more than two consecutive years, ISU will evaluate the program for discontinuation and provide students with opportunities to complete.

Consistent with Board Policy III.G.3.a.i (2), an institution requesting a new doctoral program must complete an external peer review of the proposed program in addition to a full program proposal. The proposed PsyD program will require a specialized accreditation review, which can only occur once the program has been approved by the Board. This is a standard requirement for accreditation procedures. In June 2024, amendments to Board Policy III.G.3. were approved that allow institutions to supplant the external review with initial specialized accreditation review, contingent on approval by the Executive Director or designee. Idaho State University has submitted a request with the proposal for the specialized accreditation review to fulfill the Board's standard external peer review requirement. Board staff support this request.

In accordance with Board Policy III.Z. responsibilities, Idaho State University has statewide program responsibility for the Ph.D. in Clinical Psychology, but not for the PsyD. There are distinctions between the two degrees to note. Per ISU's program proposal, the Ph.D. in Clinical Psychology uses a scientist-practitioner model, emphasizing both research and clinical practice, whereas the proposed PsyD program adopts a scholar-practitioner model, prioritizing clinical practice with less emphasis on original research.

ISU's request to offer the PsyD is consistent with their Service Region Program Responsibilities and their current Three-Year Plan for Delivery of Academic Programs in Region V and III.

While there are currently no other PsyD programs offered by other Idaho public postsecondary institutions, staff notes that University of Idaho has also identified a need for a PsyD program in their service region. Their proposal completed the review process last summer; however, it was placed on hold in anticipation of ISU's program submission. University of Idaho wishes to resume the process for consideration of their proposed PsyD program at the February Boad meeting.

Idaho State also requests approval to assess a professional program fee of $10,000 per year for the PsyD program, which amounts to a total financial cost for the program at $22,384. Based on the information regarding the professional program fee provided in the proposal, staff finds that the policy criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2025, and to the Instruction, Research, and Student Affairs on February 8, 2025.

The University of Idaho provided comments (included with agenda materials) for the Board's review articulating their support for both ISU's proposed PsyD and UI's proposed PsyD program. The university cites several factors that support their recommendation, including how having two programs will help meet Idaho's demand for mental health professionals educated at the doctoral level, the unique strengths each proposed PsyD program will bring to the state, and how both programs will increase the number of mental health professionals qualified to supervise others. UI also argues two programs will provide the quickest route to increasing the number of Idaho clinical placements available to support future mental health professions students.

Board staff notes that this program requires each student to complete a clinical internship, per accreditation requirements. This requirement is particularly relevant in light of simultaneous PsyD proposals from ISU and UI, as the institutions would likely need to compete for internship sites throughout Idaho and the broader interstate region to be successful in meeting sustainable enrollment and graduation targets.

BOARD ACTION

I move to approve the request by Idaho State University to establish a new Doctor of Psychology in Clinical Psychology program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Idaho State University to add a professional program fee of $10,000 per year to the Doctor of Psychology in Clinical Psychology program, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	12/17/2024				
Institution Submitting Proposal:	Idaho State University				
Name of College, School, or Division:	College of Arts and Letters				
Name of Department(s) or Area(s):	Department of Psychology				
Official Name of the Program:	Doctorate of Psychology in Clinical Psychology				
Degree Information:	Degree Level: Doctorate		Degree Type: PsyD		
CIP code or Modification of CIP Code (consult IR /Registrar):	42.2803				
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Hybrid: 80% face-to-face, 20% distance delivery				
Implementation Date:	August 2026				
Geographical Delivery:	Location(s)	Pocatello and Meridian	Region(s)	III, V	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee	X	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Program Responsibility		Statewide Program Responsibility	

Indicate those that apply to this request:

- [ ] Undergraduate Program
- [X] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [X] New Program
- [ ] New branch campus or change in location
- [ ] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

DocuSigned by: Kandi Turley-Ames D8AE8DA3E3134B2...	12/16/2024 | 1:54 PM PST		
College Dean	Date	Vice President for Research (as applicable)	Date
DocuSigned by: 5582B28136174C0...	12/16/2024 | 1:54 PM PST	Patty Sanchez	1/3/2025
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
Jennifer Steele 28C26B8AC52844B...	12/16/2024 | 1:54 PM PST		01/17/2025
EVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
DocuSigned by: 5582B28136174C0...	12/16/2024 | 1:54 PM PST	J Blas	1/22/25
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
Robert Wagner 567879ED5373439...	12/16/2024 | 1:54 PM PST		
President	Date	SBOE/Executive Director or Designee Approval	Date

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Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The Idaho State University (ISU) Department of Psychology requests the creation of a Doctor of Psychology (Psy.D.) Program in Clinical Psychology. This program will be offered by ISU Psychology Department faculty located in Pocatello (existing faculty) and Meridian (new faculty). Students for this new program will be located in Meridian. The requested program will be offered in conjunction with the ISU Doctor of Philosophy (Ph.D.) program in Clinical Psychology, which is located in Pocatello and has been offered by the ISU Department of Psychology continuously since State Board of Education approval in 1991. The new Psy.D. Program will have an Integrated Behavioral Health focus, which is unique from the existing Ph.D. Program in Clinical Psychology and is in response to several significant mental health needs within the state. It is Idaho State University's hope to offer this program in partnership with Boise State University as their capacity and interest allows.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

    a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Across the globe, mental health disorders consistently rank in the top ten causes of disease burden, causing nearly 150 million years of lost life (Institute for Health Metrics and Evaluation Global Burden of Disease, 2024) and costing the global economy approximately $6 trillion per year by 2030 (The Lancet Global Health, Mental Health Matters, 2020). Unfortunately, these trends are also evident in the state of Idaho. Based on estimates of per person economic costs for experiencing a mental health problem (Abramson et al., 2024) and an estimated 311,000 adults in Idaho currently experiencing a mental health disorder (National Alliance on Mental Illness, 2024), mental health disorders cost Idaho's economy over $1.5 billion each year. These costs are associated with increased days missed at work/school, decreased work productivity, increased associated health care costs, decreased high school graduation rates, increased homelessness, increased incarceration for those with mental illness, and increased expenditure on public mental health assistance programs. Fortunately, it has been estimated that approximately 70% of the disease burden associated with mental health could be avoided if those with mental health disorders had access to adequate professional care. Unfortunately, in the 2023 Idaho State Behavioral Health Planning Council Governor's Report, every participating Region in Idaho (all but Region 4) indicated that their #1 gap/need was access to more treatment providers. Confirming this, the U.S. Health Resources and Services Administration has designated every county in Idaho as a "mental health professional shortage area" (Idaho Behavioral Health Alliance, 2022). Another recent report (Williams et al., 2024) indicated that 53.8% of youth with serious emotional disturbance experienced an unmet need for mental health services. Sadly, Idaho ranks 42nd among the U.S. States in terms of access to/availability of care for those who experience a mental health disorder (Reinert et al., 2021). Repeated calls have been made for Idaho to increase the behavioral health workforce (Idaho Behavioral Health Alliance, 2022). In response to these calls, Idaho State University has expanded the clinical training of clinical mental health providers in areas including social work, mental health counseling, and we are now proposing to further attend to these needs through the development of the ISU Psy.D. Program in Clinical Psychology. Training more providers through the proposed Psy.D. program will further address the significant economic impact that untreated or undertreated mental health disorders are having on our state's economy.

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In addition to addressing the economic impact of untreated or undertreated mental health disorders, the proposed ISU Psy.D. Program in Clinical Psychology will have a direct workforce economic benefit. Currently, the Idaho Department of Labor projects a 7.9% workforce growth over the next 10 years for clinical, counseling, and school psychologists (Idaho Department of Labor, 2024). Thus, an opportunity for reasonable growth exists - which would be spurred by the development of another doctorate program that trains Idahoans, right here in our own state. This could have a direct impact on the economy because psychologists trained at the doctorate level have a higher annual salary (avg. $63,840) than other mental health care providers (e.g., avg. $37,360 for mental health social workers), thus having a greater income to contribute to the economy.

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). *Provide evidence of student demand/ interest from inside and outside of the institution.*

c.

The proposed ISU Psy.D. Program in Clinical Psychology will address a currently unmet student demand across the state. Each of Idaho's four public higher education institutions (Boise State University, ISU, Lewis-Clark State College, & University of Idaho) offer an undergraduate major in psychology. In addition, Brigham Young University Idaho and Northwest Nazarene University have psychology majors that lead to a bachelor's degree. Across all six of these institutions, the psychology major is typically one of the largest in each institution (registered for Fall 24, Boise State University, n = 839; ISU, n = 367; Lewis-Clark State College, n = 90; University of Idaho, n = 618; Brigham Young University Idaho, n = 1,512; Northwest Nazarene University, n = 30).

Currently, there are only two Clinical Psychology doctoral programs in the state – ISU's Ph.D. program in Clinical Psychology (existing since 1991) and the newly developed Psy.D. Program in Clinical Psychology at Northwest Nazarene University (existing since 2022). ISU's Ph.D. program is currently receiving approximately 80 applications per year and typically accepts 5 students for admission. ISU can access some nuanced prospective student and applicant data through the National Student Clearinghouse System in order to forecast demand for an additional PsyD program in the state. In our most recent data reports (AY23 year), 15 of 72 students applying to our Clinical Psychology PhD program were Idaho students, 14 were from Utah, 6 from California and the remainder from 25 other states across the nation. One applicant was an international student. 7 of the 15 students who were Idaho residents were offered admittance to ISU's program, and 8 were not. The Clearinghouse was also able to identify at least 22 students who applied to ISU that ultimately reported their enrollment at other institutions across the nation, which demonstrates the wide-spread practice of students applying to multiple institutions when seeking doctoral level clinical psychology training (fig. 6). Collectively, this data suggests that admitting roughly 8-10 students per year is likely to absorb the current unmet Idaho student demand for doctoral level clinical psychology (PsyD) training, and the proposed program has been designed with these numbers in mind.

While ISU's already existent Ph.D. program was specifically designed to train scholar-practitioners, producing graduates who can conduct clinically relevant research and deliver care, not all psychology students are interested in conducting research. Our proposal of a Psy.D. program with training focused primarily on clinical practice rather than practice/research may not only appeal to some individuals currently in our applicant pool with goals of being primarily clinical providers, but is also likely to attract additional individuals who would not otherwise consider applying to a research-intensive Ph.D. program. Given that Northwest Nazarene University's Psy.D. program is a new program, their published data on admissions is limited. They accepted their first cohort of 15 students in 2022, of which 8 students discontinued prematurely. They accepted 14 students in 2023, of which 13 currently remain. While NNU does not report how many students applied each year, their numbers suggest that demand for additional clinically-focused PsyD programming exists. Give the large numbers of undergraduate psychology majors in the region, NNU's success in attracting students into their PsyD program, the number of students that ISU currently turns away from their clinical PhD program, and the existent demand for clinical providers, we believe that we will experience steady and consistent interest in a newly launched

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PsyD program. Only five Psy.D. programs can be found across Idaho, Washington, Oregon, Nevada, Utah, Colorado, Wyoming, and Montana, and none of these have the long-standing reputation for excellence in clinical psychologist training that exists at Idaho State University.

In addition to interest from those graduating with their undergraduate major in Psychology, an ISU Psy.D. Program in Clinical Psychology has the potential to attract existing entry-level mental health providers who would like to earn a more advanced degree. Idaho currently has approximately 2,000 Licensed Professional Counselors and 2,100 Licensed Social Workers, most of whom are licensed at the Master's degree level. The Psychologist license associated with a doctorate degree offers a higher average annual salary and increased scope of practice. Thus, it is likely that many who are currently providing mental health care based on a Master's degree would be interested in pursuing a Psy.D. education.

d. Societal Need: Describe additional societal benefits and cultural benefits of the program. As mentioned above (2a), mental health concerns cause a significant disease burden across the globe (Institute for Health Metrics and Evaluation Global Burden of Disease, 2024). This burden is particularly evident in our own state. For example, it is estimated that in Idaho roughly 25% of the population will experience a mental health concern in a given year (Reinert et al., 2021). That is approximately 311,000 adults and 174,000 children (National Alliance on Mental Illness, 2024). Sadly, roughly 400 people in Idaho die by suicide per year (Center for Disease Control, 2023). In fact, suicide is the second leading cause of death for Idahoans aged 15-34 and for males up to age 44 (Idaho Department of Health and Welfare, 2017). These numbers place Idaho in the 50th ranked spot in terms of overall mental health needs among all 50 U.S. states plus Washington, D.C. (higher number indicates more need) (Reinert et al., 2021). Unfortunately, most of the mental health needs in our state are going unmet (Idaho Behavioral Health Alliance, 2022). We simply do not have enough professionals in the state to provide adequate mental health care for our citizens.

When mental health needs go untreated, society suffers. 2a describes some of the economic burdens associated with unmet mental health needs. In addition, data suggests that those with untreated mental health concerns are more than 2x more likely to drop out of high school and are more likely to end up in jail or homeless (National Alliance on Mental Illness, 2024). Moreover, unmet mental health concerns have been linked to several other negative societal outcomes, including illicit substance use, poor health, divorce, and poor quality of life (Idaho Behavioral Alliance, 2022; Institute for Health Metrics and Evaluation Global Burden of Disease, 2024; Mojtabai et al., 2017; National Alliance on Mental Illness, 2024; Substance Abuse and Mental Health Services Administration, 2024).

While many different types of mental health providers exist, a program in Idaho aimed at training clinical psychologists with a Psy.D. degree is an important component of the suite of clinical training options available to help address the aforementioned societal needs. Doctoral training is currently required in the state of Idaho for independent practice as a Psychologist. Thus, students coming out of the proposed doctoral program will have the ability to provide care in rural locations where the people experience the most need because of a lack of other mental health providers. Moreover, doctoral trained psychologists have the capabilities to supervise and oversee others in the provision of mental health services. This includes graduate students in graduate mental health programs, those seeking licensure as Psychologists or Professional Counselors, and those with a Psychology Service Extender registration. Thus, their reach is potentially much larger than a Master's level provider.

Doctoral programs in Clinical Psychology are composed of Ph.D. programs and Psy.D. programs – both of which play important roles in the discipline. Ph.D. programs typically have a strong research emphasis and train students to become good scientists as well as strong practitioners. Because of the emphasis on research, they often recruit students from all over the country to

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work on a specific research topic with a specific research mentor. This research represents the creation of psychological science that forms the foundation of evidence-based treatments for mental health that psychologists use in their practice. These types of programs are critical for advancing the quality of mental health services that are provided throughout the globe and they also provide critical talent for various industries interested in promoting mental health through psychological science. However, graduates of these programs often find an academic/research position in another state or return to their home states to practice.

In contrast, Psy.D. programs focus on practice and are more likely to recruit applicants from the communities and regions in which they are located. Upon graduation, these individuals often stay in the state where they were trained and thus have a direct impact on the local mental health needs. Conducting research often plays a smaller component in these programs, with a focus on training students to become strong consumers of research in order to provide evidence-based care in clinical settings. In Psy.D. programs, the focus is specifically on developing mental health care providers with strong clinical skills. Thus, graduates of the proposed ISU Psy.D. Program in Clinical Psychology would be uniquely situated to address the mental health needs here in Idaho.

In addition, the proposed Psy.D. Program will be unique from the existing Ph.D. Program in its focus on Integrated Behavioral Health (care that includes both behavioral health and primary care providers working together to address both physical and mental health concerns) and training exposure in the practice of tele-mental health. Many of the most significant health care problems experienced in Idaho fall under the Integrated Behavioral Health umbrella, including addictions (e.g., opiates, tobacco, alcohol), chronic health conditions (e.g., heart disease, diabetes), cognitive decline, obesity, stress, and insomnia. Psychologists trained in Integrated Behavioral Health gain experience in collaborating with other health care providers in primary care medical settings. This type of approach addresses many of the barriers that often prevent people from seeing mental health specialists, such as stigma associated with mental health services and scarcity of mental health providers, and can be particularly effective in rural settings. Related, we plan to have students in the Psy.D. Program receive tele-mental health training experiences. Given these experiences, upon graduation, the Psy.D. students will have the skills necessary to provide mental health services to rural communities across the state of Idaho where access to mental health services is currently severely lacking.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

The ISU Graduate School defines specific policies regarding transfer of academic credit from other graduate programs. Students with a M.A. or M.S. degree from an accredited institution do not need to transfer those classes to get an ISU-equivalent master's degree (the student will be admitted to the doctoral program after passing the Qualifying Exam). However, students may wish to apply credits earned in their previously-attained M.A. or M.S. program to their doctoral program of study or to demonstrate program-specific competencies. Students entering doctoral training at ISU with a conferred M.A. or M.S. degree from an accredited institution may transfer an unlimited number of credits for specific courses to the doctoral plan of study based on comparability/equivalence of coursework and research to current departmental standards. These criteria are separate from any additional program-specific requirements students must satisfy prior to graduation (e.g.,

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clinical students must demonstrate minimum level achievements across all American Psychological Association-specified Discipline-Specific Knowledge areas regardless of how many courses are transferred). Students without a master's degree, but with some graduate training from another institution, may transfer up to 12 credits from a regionally accredited graduate institution toward the completion of their degree at ISU.

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

When possible, open educational resources will be used. Cost will be considered as an important factor when making textbook decisions for all courses. The course sequence is also set up to allow students to complete the degree in a timely manner (5 years – which is consistent with time-to-completion data from other Psy.D. programs in neighboring states, but quicker than the national average for other doctoral programs in Clinical Psychology [7 years according to the American Psychological Association's Center for Workforce Studies, 2017]), thus saving them on tuition and time before they can enter the workforce.

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Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY21	FY22	FY23	FY24 (most recent)	FY20	FY21	FY22	FY23 (most recent)
ISU	**Doctoral (Ph.D.) Program in Clinical Psychology**	**5**	**5**	**5**	**5**	**6**	**5**	**7**	**7**

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

There are no other Psy.D. programs in Clinical Psychology offered at a public institution in Idaho. The Department of Psychology at ISU (the proposing department for the new Psy.D. program) does offer a Ph.D. program in Clinical Psychology that enjoys a significant national and international reputation for training researcher/clinicians. Although both of the programs (the existing and the proposed) would offer doctoral degrees in clinical psychology, a Psy.D. program and a Ph.D. program differ in their mission and training models, student recruitment, and resulting outcomes.

The Department of Psychology at ISU's existing Ph.D. program in Clinical Psychology trains graduate students using a *scientist-practitioner* model. That is, students receive extensive training in both research and practice. This dual emphasis training is reflected in the courses that they take (foundational psychology courses as well several research methods courses and clinical practice courses) and the experiences they gain (equal parts research and clinical training). The goal is to produce students who can, upon graduation, either contribute to the clinical psychology science in academic or other research settings or engage in professional practice. Most of the graduates from this program engage in some combination of both. Given the heavy emphasis on research similar to other Ph.D. programs, students apply to the program from all over the country in order to study under and work directly with one particular faculty member. This reflects a mentorship model of training that requires a very low faculty-student ratio. Upon graduation, Clinical Psychology Ph.D. students are considered experts in that particular area of emphasis. For example, in the Ph.D. program we have faculty who train their students to become experts in behavioral sleep medicine, behavioral economics and risk-taking, recovery from interpersonal violence and trauma, evidence-based prevention and treatment programs for children, autism assessment and treatment across the lifespan, and psychotherapy process and outcome research. Given this mentorship model and research emphasis, and their time-demands, faculty can typically only accept one or two students per year – thus the cohort sizes of the current Ph.D. cohorts are restricted to 5 to 7 students per year. Upon graduation, only a small percentage of these students stay in Idaho. Instead, the majority of graduates return to their home states or spread out over the country based on the availability of academic or combined practice/research positions. This type of Ph.D. program is essential for advancing psychological science, which is necessary for those in practice to provide quality evidence-based care. In addition, this type of Ph.D. program bolsters the reputation of a university, given that the faculty in

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such programs are often nationally and internationally recognized experts in their areas of study.

In contrast, the Department of Psychology at ISU's proposed Psy.D. Program in Clinical Psychology would train students using a *scholar-practitioner model* (Foley & McNeil, 2015), which is consistent with most other Psy.D. programs across the country. Students in a scholar-practitioner Psy.D. program primarily receive training in clinical practice. Although they receive some research training as well, the emphasis is on learning how to evaluate research and apply it to practice rather than learning how to conduct research in one particular emphasis area. Thus, the courses they take primarily include foundational psychology courses and clinical practice courses. Similarly, the experiences they gain are primarily clinical. Even though they are often still required to complete a Master's thesis or Doctoral project, these projects are typically reviews of the clinical application of the research of others, rather than the conducting of a novel research study. Given the focus on training for practice, students are accepted into a program as a whole, rather than to an individual faculty member's lab. Although students are assigned a particular faculty member for academic and career advising, the close individual mentorship that defines scientific/research training in a Ph.D. program is unnecessary. Instead, their learning and supervision comes from several core and affiliate faculty in the program as a whole. With this model, Psy.D. programs can admit much larger cohort sizes each year (i.e., between 10 and 15 students depending on the size of the faculty and the availability of clinical training placements). These students are more often recruited from the local state and in return often elect to practice as clinical psychologists in their same state upon graduation.

In addition, the proposed Psy.D. Program will be unique from the existing Ph.D. Program in its focus on Integrated Behavioral Health and its additional training in the practice of tele-mental health. Program faculty on the Meridian campus will be hired with a specific focus on Integrated Behavioral Health topics. With these faculty in place, students will be able to take clinical elective courses in topic areas such as addictions, chronic health conditions, neuropsychology, and health management. In addition, students will be able to receive clinical supervision from program faculty in these specialty areas. Further, students will complete their clinical experiences in integrated clinics, where they will gain exposure to working with other health care providers from various disciplines. This will occur during their in-house clinical training as well as in their community practicums. We also plan to include a tele-mental health component to the Psy.D. students' training. Part of this will come as a side effect of the fact that they will be taking several courses that are offered via distance from faculty in Pocatello. This will provide them with a glimpse of the perspectives and experiences of clients who receive telehealth services. Through these experiences, they will also learn many of the minor, but critical, operational skills associated with providing or receiving services through distance platforms. To add to the course experiences, we plan to offer students the opportunity to engage in providing tele-mental health services to rural communities while completing their practicums. Although specific partnerships have not yet been established, we plan to partner with agencies that are already providing telehealth services from the Meridian area or rural agencies that are capable of receiving telehealth care for some of the community practicums. The ISU INCLUDE program (https://www.isu.edu/include/) is another mechanism that we may use to provide students with training in tele-mental health.

In summary, the current ISU Ph.D. program in Clinical Psychology trains students to advance the field of clinical psychology as a whole, thus addressing the global mental health burden that our world currently faces. The proposed ISU Psy.D. Program in Clinical Psychology would train students to enter practice at an advanced level in our home state, thus directly addressing the mental health burden that we currently face in Idaho.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY27 (1st year)	FY28	FY29	FY30	FY31		FY27 (1st year)	FY28	FY29	FY30	FY31	
6	14	24	36	48						5	

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9. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 "Need for the Program" above.
What is the capacity for the program? Describe your recruitment efforts. How did you determine the projected numbers above?

Based on the significant economic, student, and societal need (see response to Question #2 above), we have a desire to make the program as large as possible – our state needs more highly trained and qualified mental health providers, and there are many psychology students from undergraduate institutions in Idaho who desire to pursue doctoral training. However, we also recognize that space, faculty, and resource limitations would likely limit the number of students we could accept each year. In addition, many Psy.D. programs who take very large class sizes (i.e., 20+ students per year) often have 25% to 50% of those students drop out before obtaining their degree. Examples of this include The Chicago School, Midwestern University, Alliant International University, and Carlos Albizu University – all of which are accredited by the American Psychological Association (Psy.D. programs not accredited by the American Psychological Association also have large class sizes and likely even larger dropout rates, but they are not required to publish these rates online for review). Even Northwest Nazarene University's Psy.D. program, which accepted 15 students in their first year of operation, reported a 53.3% dropout rate in that year. Argosy University is perhaps the most notable example, which closed its doors in 2019 after several lawsuits and had a reputation for accepting more students each year than they could responsibly train. Thus, in determining enrollment and graduation projects, we sought to identify class sizes that we estimated could be ethically and competently trained to graduation by the identified number of new faculty in Meridian and with support from the current faculty in Pocatello.

We were able to identify four Clinical Psychology Psy.D. programs in the neighboring states of Colorado, Oregon, and Washington (no Psy.D. programs exist in Montana, Nevada, Utah, or Wyoming). Each of these programs is accredited by the American Psychological Association and thus data were readily available regarding admissions, graduation rates, and size of the faculty. The following is data from the past 10 years.

State	University	Average Yearly Admissions	% to Drop Out	Average Years to Graduation	# of Full Time Faculty
Colorado	University of Denver	38.7	5.17%	4.9	43
Oregon	George Fox University	27.1	2.95%	4.95	15
Oregon	Pacific University	50.6	15.81%	5.43	8
Washington	Antioch University	14.2	25.35%	7.07	8

Comparing the faculty (# of Full Time Faculty) to student (Yearly Admissions * Years to Graduation) ratio, the two programs with the lowest dropout rates (University of Denver and George Fox University) had significantly lower faculty-to-student ratios (1:4.41 & 1:8.84) than the programs with much higher dropout rates (1:34.34 for Pacific University & 1: 12.55 for Antioch University). The ISU Ph.D. program in Clinical Psychology currently has 7 faculty (counting one that we are hoping to hire in 2024) and accepts 4 to 6 students per year (approximately 35 students enrolled at any given time). If we added 5 faculty located in Meridian to help run the proposed Psy.D. program, we could handle in total 96 students (8 students per core faculty in the two Clinical Doctoral programs), considering the faculty-to-student ratio range for the more successful programs (between 4.41 and 8.84 students per faculty). That leaves between 61 total students for the Psy.D. program, split across 5 years – which equals approximately 12 students per year. Based on the location of the program and the available space and clinical training opportunities, we are confident that accepting up to 12 students per year is operational, but only if five additional faculty are added. Without the additional 5 faculty, accepting 12 students per year would not be feasible.

It is important that we gradually work up to the goal of accepting 12 Psy.D. program students per year while we get the program running. So the plan would be to accept 6 students in the first year, 8 in the second year, 10 in the third, and then 12 in the fourth and subsequent years of operation. Considering the planned course sequence, the years to graduation for the more successful Clinical Psychology Psy.D. programs in neighboring states, and the average years to graduation for the ISU Ph.D. program in Clinical Psychology (5.3 years), we believe that the majority of students would graduate from the proposed Psy.D. program in 5 years. Thus, we estimated that five students (83.3%) from the first accepted cohort would have obtained their degree by FY30. That number would

increase in later years as initial enrollment increases, leveling out to 10 to 14 students graduating each year from FY33 on (this expectation differs from 12 [the incoming cohort each year] to allow for some small levels of attrition and some students taking 6 years to graduate).

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

When identifying minimums, two groups should be considered – minimum number of students (enrolled and graduated each year) and minimum number of full-time faculty in the program.

We consider 8 students accepted each year to be the minimum to continue with the proposed Psy.D. program. This number would keep the program financially viable, would allow for large enough enrollments in the program's classes, and would allow us to maintain relationships with affiliated sites in the community where students will complete much of their clinical training. We also consider an 85% graduation rate to be a sign that the program is operating in a healthy and ethical manner. This means that 6 to 10 students would need to graduate per year depending on the size of the admitted cohort and allowing for some students to take 6 years to complete the program.

We consider 12 core clinical faculty members (7 in Pocatello affiliated with both the Ph.D. and Psy.D. programs & 5 in Meridian affiliated with just the Psy.D. program) to be the minimum to continue with the proposed Psy.D. program. This fits with the faculty-to-student ratios from successful Psy.D. programs in neighboring states and would be required in order to ensure adequate and ethical coverage of courses, clinical training, and mentorship of students in both the Psy.D. and Ph.D. programs.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If the Psy.D. program falls below 8 students admitted per year or 12 core clinical faculty members (7 in Pocatello affiliated with both the Ph.D. and Psy.D. programs & 5 in Meridian affiliated with just the Psy.D. program), then we will consider discontinuing the proposed Psy.D. program. If either of these happen, we will first work with college and university administration to identify solutions. If the program remains below the identified minimums for more than two consecutive years, then we will take that as a sign that discontinuation is necessary. Students who are already enrolled in the program up until that point will be allowed to finish their studies and no new students will be admitted. Once the last remaining students graduate or leave the program, the program will officially be closed.

11. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The proposed ISU Psy.D. Program in Clinical Psychology was developed to align with the accreditation standards of the American Psychological Association. Specifically, prior to Fall 2026, the program will file paperwork for "intent to apply" status with the American Psychological Association. At this point, the American Psychological Association Commission on Accreditation will review the program's structure, aims, admissions process, plans for supporting students, and program leadership/faculty plans to see if it aligns with accreditation requirements. This initial status can last for up to 3 years. After the second full year of operation, the program will apply for "accredited, on contingency" status. At this point, the Commission on Accreditation will review initial student outcomes. This status can last for up to 5 years. After the fifth full year of operation, the program will apply for "full accreditation." Once granted, the program will seek to hold "full accreditation" continuously while in operation. This requires reoccurring self-reviews and site reviews by the Commission on Accreditation (currently once every 10 years) as well as annual updates and reports.

Given that the ISU Ph.D. program in Clinical Psychology has been continuously accredited by the American Psychological Association since 2001, we are confident in our ability to earn and maintain accreditation for the proposed Psy.D. program.

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12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

Specialized accreditation is required for this program, and we request that this specialized accreditation process – which includes an "Intent to Apply" period, an "Accredited – On Contigency" period, and a "Fully-Accredited" final designation supplant the normal peer review process. Should the Board wish it, an external peer review can also be conducted in the first quarter of 2025.

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

    Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

    Yes ____ No X

    If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

    Date _____

    All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's Board approved 3-year plan?**

    Yes X No ____

    If yes, proceed to question 15. If no:

    a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	The program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

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	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.
	We failed to include it when we had the opportunity.
	Other:

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	31 credit hours for the M.A.; 70 credit hours for the Psy.D.	
Credit hours in required courses offered by other departments.	3 credit hours from the ISU M.S. in Clinical Psychopharmacology program	
Credit hours in institutional general education curriculum.	0	
Credit hours in free electives	0	
Total credit hours required for degree program	104 (34 credit hours for the M.A.; 70 credit hours for the Psy.D.)	

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

M.A. Classes	Credits
Biological Bases	
PSCI 6612: Basic Clinical Pharmacology (Meridian, taught by the M.S. in Clinical Psychopharmacology program)	3
Core Classes (two of the following)	6
PSYC 5570: Advanced Topics in Learning (Pocatello)	
PSYC 6642: Cognitive Psychology (Pocatello)	
PSYC 6643: Advanced Social Psychology (Pocatello)	
PSYC 6644: Advanced Developmental Psychology (Pocatello)	

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Research Methods	
PSYC 6627: Statistics and Research Design I (Pocatello)	3
PSYC 66XX: Evaluating Psychotherapy Research (Meridian, New Course)	3
Professional Ethics	
PSYC 5512: Ethical and Professional Issues in Psychology (Meridian)	2
Assessment	
PSYC 6620: Psychodiagnostics I (Intellectual Assessment) (Meridian)	3
PSYC 6621: Psychodiagnostics II (Personality Assessment) (Meridian)	3
Diagnosis and Intervention	
PSYC 66XX: Diagnosis (Meridian, New Course)	3
PSYC 66XX: Adult Psychotherapy I (Meridian, New Course)	3
PSYC 66XX: Child Psychotherapy I (Meridian, New Course)	3
PSYC 7701: Clinical Psychology (Meridian)	2
Total Credits	34

Psy.D. Classes	Credits
Core Classes (One of the following)	3
PSYC 5570: Advanced Topics in Learning (Pocatello)	
PSYC 6642: Cognitive Psychology (Pocatello)	
PSYC 6643: Advanced Social Psychology (Pocatello)	
PSYC 6644: Advanced Developmental Psychology (Pocatello)	
Research Methods and Experience	
PSYC 88XX: Doctoral Project (Meridian)	10
Professional Ethics	
PSYC 7703: Advanced Ethics and Professional Issues (Pocatello)	1
Intervention	
PSYC 6634: Cultural Diversity and Individual Differences (Pocatello)	3
PSYC 7704: Supervision and Consultation in Clinical Psychology (Pocatello)	3
Clinical Didactic Electives (four of the following)	12
PSYC 7736: Clinical Pro-seminars (Meridian, New Courses)** **Specialty courses in Integrated Behavioral Health taught by faculty in Meridian. Examples include Addictions, Adult Psychotherapy II, Child Psychotherapy II, Integrated Behavioral Health, and Neuropsychology based on the specialty areas of the hired faculty.	

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Clinical Experience	
Required	
PSYC 7727: Psychoeducational Evaluation (1 credit each) (Meridian)	3
PSYC 7749: Clinical Internship (1 credit each semester of internship) (no campus location)	3
Clinical Practicum Electives	20
PSYC 7724: Community Practicum (2 credits each) (Meridian)	
PSYC 7725: Psychology Clinic Practicum (2 credits each) (Meridian)	
PSYC 7726: Supervision Practicum (1 credit each) (Meridian)	
Classes transferred from MS degree (up to 12 credits)	12
Total Credits	70

Sample Course Sequence

	Fall	Spring	Summer
Year 1	Statistics & Res Design I (3) Psychodiagnostics I (3) Diagnosis (3) Clinical Psychology (2)	Psychodiagnostics II (3) Adult Psychotherapy I (3) Ethical & Prof Issues (2) Biological Bases (3)	Psycho-ed Evaluation (1)
Year 2	Core Class (3) Eval. Psychother. Research (3) Practicum (2) Psycho-ed Evaluation (1)	Core Class (3) Child Psychotherapy I (3) Practicum (2) Psycho-ed Evaluation (1)	Practicum (2)
Year 3	Supervision & Consultation (3) Clinical Elective (3) Doctoral Project (2) Practicum (3)	Advanced Ethics (1) Clinical Elective (3) Doctoral Project (2) Practicum (3)	Practicum (2)
Year 4	Core Class (3) Clinical Elective (3) Doctoral Project (3) Practicum (2)	Cultural Div. & Ind. Diff. (3) Clinical Elective (3) Doctoral Project (3) Practicum (2)	Practicum (2)
Year 5	Clinical Internship (1)	Clinical Internship (1)	Clinical Internship (1)

Courses taught in Meridian just for Psy.D. students	Overlapping classes from Ph.D. program taught in Pocatello
Adult Psychotherapy I	Advanced Ethics
Child Psychotherapy I	Core Classes (3 total)
Clinical Psychology	Cultural Diversity & Individual Diff
Clinical Didactic Electives (multiple)	Statistics & Res Design I
Diagnosis	Supervision & Consultation
Ethical & Professional Issues	
Psychodiagnostics I	
Psychodiagnostics II	

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c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Comprehensive Exam: At the start of their third year, students will need to complete a clinical comprehensive exam. The comprehensive exam is designed to provide students an opportunity to demonstrate clinical intervention knowledge and skills, clinical assessment knowledge and skills, and the ability to apply research and core psychology educational domains to clinical practice. To complete this exam, students will submit two written papers (one intervention and one assessment) and complete an oral defense. The papers and oral defense will be evaluated by two core program faculty members. Passing the comprehensive exam will approve students for doctoral candidacy.

Practicums & Psychoeducational Evaluations: Starting in the summer semester at the end of the first year and continuing through Year 4 of the program, students will need to complete various practicums and psychoeducational evaluations. These provide students with an opportunity to develop their clinical skills and competencies in real world settings. Various options will be available for students to choose from. In their second year, practicums and psychoeducational evaluations will be completed on-site (Meridian), under the direct supervision of Psy.D. program faculty. Beginning in the summer semester at the end of the second year, students can complete practicums at clinical training sites out in the community. These will be supervised by community professionals employed at the sites, but the Psy.D. program Director of Clinical Training will have oversight over all external training experiences. Students will need to complete a total of 20 credits of practicum experience and 4 credits of psychoeducational evaluation experience.

Doctoral Internship: In the final year of training (typically the 5th year), students will need to complete a year-long clinical internship outside of the program. This internship training experience is part of American Psychological Association accreditation requirements. Although it is assumed that most students will complete an American Psychological Association approved internship through the Association of Psychology Postdoctoral and Internship Centers matching system, students will have the option to self-create a program approved internship experience that meets training requirements.

Doctoral Project: Students will be asked to complete a doctoral project as a capstone to their graduate education. This project should represent a novel written contribution to the field. Example options include a scholarly review of a research area with a focus on clinical application, a case study, a quantitative/qualitative/mixed-methods research project, a systematic review or meta-analysis, and a program evaluation or consultation project. The doctoral project includes a proposal to an approved committee of three graduate faculty (of which the Chair is a core faculty member of the Psy.D. program), a final written product, and an oral exam to the same three committee members. The written product should be a manuscript style paper consistent with publication in a professional peer-reviewed journal (25 to 35 double spaced pages with title page, abstract, and references) or, in the case of a program evaluation, a briefing and a final report that is ready to submit to the agency for whom the evaluation or consultation was performed.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

The overall aim of the proposed ISU Psy.D. Program in Clinical Psychology is to train students to become license-eligible Psychologists who can provide evidence-based and culturally-appropriate mental health care in an ethical and professional manner and who are capable of becoming supervisors and leaders in their area of practice. In order to achieve this aim, students will be trained to develop Discipline-Specific Knowledge and Profession-Wide Competencies, as outlined by the American Psychological Association.

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Discipline-Specific Knowledge: According to the American Psychological Association Commission on Accreditation (2017), "discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to help-service psychology." It "represents the requisite core knowledge of psychology an individual must have to attain the profession-wide competencies." Based on this guideline:

Learning Objective 1: by the completion of the Psy.D. Program in Clinical Psychology, students will have obtained a foundational understanding of (a) history and systems of psychology, (b) affective aspects of behavior, (c) biological aspects of behavior, (d) cognitive aspects of behavior, (e) developmental aspects of behavior, (f) social aspects of behavior, (g) research methods, (h) statistical analysis, (i) psychometrics, and (j) their integration as it applies to clinical practice.

This learning objective will be met through a mixture of core courses (PSCI 6612, PSYC 6642, PSYC 6643, PSYC 6644, & PSYC 6647), assessment courses (PSYC 6620 & PSYC 6621), research and statistics courses (PSYC 6627 & PSYC 66XX [Evaluating Psychotherapy Research]), the comprehensive exam, and the doctoral project.

Profession-Wide Competencies: According to the American Psychological Association Commission on Accreditation (2022), all trainees who complete accredited training programs should "develop certain competences as part of their preparation for practice in health service psychology," including research, ethical and legal standards, individual and cultural diversity, professional values and attitudes, communication and interpersonal skills, assessment, intervention, supervision, and consultation and interprofessional/interdisciplinary skills.

Learning Objective 2: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to (a) produce new knowledge, (b) critically evaluate and use existing knowledge to solve problems, and (c) disseminate research as it applies to the field of clinical psychology.

This learning objective will be met through research and statistics courses (PSYC 6627 & PSYC 66XX [Evaluating Psychotherapy Research]) and the doctoral project.

Learning Objective 3: by the completion of the Psy.D. Program in Clinical Psychology, students will know and appreciate the current version of the American Psychological Association Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology; and relevant professional standards and guidelines and act in accordance with them in their roles as clinical psychologists.

This learning objective will be met through ethics courses (PSYC 5512 & PSYC 7703) and required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences.

Learning Objective 4: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality evidence-based psychological services to a diverse population.

This learning objective will be met through an intervention course (PSYC 6634), required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and a diversity case presentation.

Learning Objective 5: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to demonstrate a commitment to professional values and attitudes consistent with professional standards.

This learning objective will be met through ethics courses (PSYC 5512 & PSYC 7703), an intervention course (PSYC 7701), and required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences.

Learning Objective 6: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to demonstrate effective communication and interpersonal skills.

This learning objective will be met through ethics courses (PSYC 5512 & PSYC 7703), intervention courses (PSYC 6634, PSYC 66XX [Adult Psychotherapy I], PSYC 66XX [Child Psychotherapy I], & PSYC 7701),

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required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, the comprehensive exam, and the doctoral project.

Learning Objective 7: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to conduct evidence-based assessment consistent with the scope of health service psychology, including a knowledge of and ability to apply diagnostic classification systems, an ability to select and apply appropriate assessment methods, an ability to interpret assessment results, and an ability to communicate (orally and written) findings and implications from assessments.

This learning objective will be met through assessment courses (PSYC 6620 & PSYC 6621), required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and the comprehensive exam.

Learning Objective 8: by the completion of the Psy.D. Program in Clinical Psychology, students will be able to provide evidence-based interventions consistent with the scope of health service psychology, including an ability to establish and maintain effective relationships with the recipients of psychological services, an ability to develop and implement evidence-based intervention plans based on the recipient's individual goals and needs, and the ability to evaluate intervention effectiveness.

This learning objective will be met through a research course (PYSC 66XX [Evaluating Psychotherapy Research]), Diagnosis and Intervention courses (PSYC 66XX [Diagnosis], PSYC 6634, PSYC 66XX [Adult Psychotherapy I], PSYC 66XX [Child Psychotherapy], & Clinical Didactic Electives), required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and the comprehensive exam.

Learning Objective 9: by the completion of the Psy.D. Program in Clinical Psychology, students will understand evidence-based supervision models and practices and be able to effectively deliver evidence-based supervision.

This learning objective will be met through an intervention course (PSYC 7704). Students may also gain additional experience toward this objective through required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences.

Learning Objective 10: by the completion of the Psy.D. Program in Clinical Psychology, students will demonstrate respect for the roles and perspectives of other professions and understand evidence-based consultation models and practices.

This learning objective will be met through an intervention course (PSYC 7704). Students may also gain additional experience toward this objective through required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical training experiences, and the doctoral project.

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Course Performance: Students must pass with a B- grade or higher all courses and individual assignments, quizzes, and exams related to the learning objectives mentioned above (see each learning objective for the courses involved).

Comprehensive Exam: The comprehensive exam will be used to partially evaluate Learning Objectives 1, 6, 7, and 8. Students must pass both the written and oral portions of the exam.

Clinical Experience Evaluations: For each clinical training experience, students' supervisors will observe (through live and/or video observation) and evaluate (using a standardized program-developed rating form) students' clinical

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competencies. Scores on the evaluation forms will be used to partially evaluate Learning Objectives 3, 4, 5, 6, 7, 8, and possibly (depending on the options chosen by the student) 9, and 10. Students must consistently receive "meets expectations" or above ratings on all items of the form. A pattern of "below expectations" ratings suggests that the relevant learning objective is not being met.

Doctoral Project: The doctoral project will be used to partially evaluate Learning Objectives 1, 2, 6, and possibly 10 (depending on the option chosen by the student). Students must pass both the written and oral portions of the Doctoral project.

Review Process and Timeline
Students will receive continuous evaluation and feedback throughout the duration of the program as they take each course, complete a clinical training experience, or attempt a program milestone. At the end of each year, a summary evaluation/annual review of each student will take place. In this annual review, students will be given feedback about their progress toward meeting the program's learning objectives. If a student is failing to meet or progress toward accomplishing a learning objective according to expected timelines, the student will be given feedback and recommendations for improvement will be made. Consistent failure to meet progress toward the learning objectives or failure to respond to feedback can result in dismissal from the program.

On an annual basis, the program will also administer a student feedback survey, which is consistent with American Psychological Association accreditation guidelines. The program will consider feedback from students and patterns (consistent across several students and/or multiple years) of low performance in certain classes or on certain learning objectives and make changes to the program and courses as needed. Alumni surveys will also periodically (2 and 5 years after graduating) occur and be used in the program assessment process.

Core faculty in the program will also meet on a regular basis to evaluate the program curriculum and requirements and respond to student feedback. At least one student will be invited to attend these regular meetings in order to represent student concerns and suggestions.

The program will seek and maintain accreditation through the American Psychological Association Commission on Accreditation. Accreditation requirements closely align with the stated learning objectives for the program. The accreditation process currently involves reports on an annual basis and self- and peer-reviews once every 10 years.

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Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The proposed ISU Psy.D. Program in Clinical Psychology will operate in Meridian, with portions of the program operating completely in Meridian and portions of the program operating remotely from the Pocatello campus. Classroom, office, and clinic space needs for the proposed program should be considered:

Classroom Space: The ISU Department of Psychology facilities on the Pocatello campus are already set up to offer this program remotely. The department has two classrooms (a larger classroom that seats approximately 32 students and a smaller classroom/meeting room that seats approximately 10 students) that are equipped with Meeting Owl hardware to transmit audio and video to the distance site and projectors/TV monitors to receive audio and video transmissions. Faculty members on the Pocatello campus who will be part of the proposed program also already have computing equipment in their offices to facilitate distance communication. The university's existing Zoom license will be used for conducting the distance education and meetings. The Meridian campus also has several classrooms that can be used for distance education. These classrooms will allow students in the program to attend classes in Meridian at a designated location and time while instructors teach from Pocatello. These classrooms can also be used for the program's in-person courses taught to students by faculty in Meridian. Conversations with the Director of Space in Meridian suggested that 14 classrooms would be available for use by the program, in coordination with other classroom needs there. Thus, it appears that existing resources should adequately cover classroom space needs for the proposed program.

Office Space: Program faculty in Meridian would need private offices. This would allow them space to meet with students individually for advising and clinical supervision, and prepare course materials, grade student work, and carry out administrative and service activities in a private, distraction limited space. Conversations with the Director of Space on the Meridian campus suggested that there are currently two available offices. By the start of the first year of program operation, office space for a part time (0.5 FTE) Technical Records Specialist (TRS1) would need to be identified. By the start of the second year of program operation, three more faculty offices. The Director of Space in Meridian has indicated that she is working on identifying these additional office spaces, which she believes is available. Computing equipment and office furniture for all six offices would be needed.

Clinic Space: While Psy.D. program students will complete much of their clinical training out in the community, their first clinical training experiences need to occur under close supervision of a core faculty member of the program. This includes their training experiences in clinic practicum (PSYC 7724) and psychoeducation evaluations (PSYC 7727). We would offer these training experiences in conjunction with the existing integrated care clinics on the Meridian campus. At minimum, two dedicated clinic rooms for the Psy.D. students to offer assessment and intervention services are needed. The Director of Space in Meridian has identified these two rooms. They will both need outfitted with furniture appropriate for assessment and intervention services and recording equipment to allow for supervision of those services. The Director of Space in Meridian has also identified several other shared clinic rooms that the Psy.D. program students can use in conjunction with existing programs, when there is a need.

    b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be

[2] Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

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accommodated?

Regarding space, the proposed program should have little to no impact on the physical resources at the Pocatello campus. Courses that are distance taught from Pocatello will have to use one of the two Psychology Department classrooms that are already set up for distance education (Garrison 401 and 501). Coordination in scheduling with other psychology courses will be needed.

Similarly, classrooms for distance and in-person education are available on the Meridian campus. Scheduling coordination with other programs using those classrooms will be required. Conversations with the Director of Space in Meridian suggested that scheduling the Psy.D. program's courses into those classrooms would not present a significant impact on existing programs.

Clinic space will be needed within the integrated clinic on the Meridian. Two clinic rooms have been identified that can be dedicated for use by Psy.D. students. Additional shared clinic rooms are available when there is a need.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Classroom space:
No new upfront classroom space needs are present. Although the Meridian campus will maintain computers and distance education equipment in each of the classrooms that will be used there, funds will be required to maintain the distance education equipment in the Pocatello classrooms. In addition, funds will be needed to update the audio/visual equipment in the larger department classroom on the Pocatello campus to facilitate hybrid instruction.

Office space: Offices are needed for five faculty members and a half-time technical records specialist. Two offices have been identified and the Director of Space in Meridian will work to secure additional office spaces as new faculty are hired. All offices will need furniture and computing equipment.

Clinic space: Two clinic rooms have been identified that can be dedicated for use by Psy.D. students. They will both need outfitted with furniture appropriate for assessment and intervention services and recording equipment to allow for supervision of those services.

Clinic resources: In addition to space, the program will need access to resources to provide adequate clinical training to students in intervention and assessment. Standard assessment instruments {including intellectual, personality, and symptom measures) are needed. In addition, treatment manuals to guide clinicians in their intervention skills, tablets for administering assessment measures and other basic supplies {e.g., clipboards, stop watches, paper, pencils) will be needed. Further, the program will need an annual subscription to HIPAA-compliant record keeping and video recording/storage software.

Other computing equipment: Given the distance delivery component to the program, it is important that each core faculty member has adequate audio and visual equipment to teach and hold meetings remotely. This includes updated webcams and other video presentation equipment {i.e., lights, headphones).

Travel: Open communication and cohesive relationships between the Pocatello and Meridian core faculty will be essential to ensure the success of the Psy.D. program. In addition to regular faculty meetings that are held remotely throughout the year, travel for an in-person planning meeting at the beginning of the academic year and an in-person review meeting at the end of the year is needed. One of these annual day-long meetings will take place in Boise (7 faculty to carpool from Pocatello to Boise) and the other will take place in Pocatello (5 faculty to carpool from Boise to Pocatello). Meals for the meetings are also requested. A budget is also requested for the core faculty in the Psy.D. program to

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travel to an annual conference or training to facilitate continuing education and to help ensure that they are up to date on the knowledge they are passing on to students. This expense includes airfare, other transportation costs, lodging, per diem, and conference registration. In addition, airfare, other transportation costs, lodging, per diem, and registration are requested for the Psy.D. Program Director of Clinical Training to attend the annual meeting of the Council of University Directors of Clinical Psychology. Attendance at this meeting allows the Director of Clinical Training to consult with other directors and receive direction on the evolving training standards for clinical psychology programs.

Faculty Licensure: In order to provide clinical supervision for students, faculty need to be licensed as Psychologists in the state of Idaho. This requires an annual renewal application and fee.

Program Accreditation and Affiliations: Program accreditation by the American Psychological Association is a necessary element for doctoral programs in clinical psychology in order to ensure (1) that the program follows the best educational practice standards for the field, (2) that students will be considered eligible for all Association of Psychology Postdoctoral and Internship Centers' internships in their final year, and (3) that students' graduate level educational activities will be eligible to count for future licensure as psychologists. Accreditation is also essential for attracting top students to apply for admissions. Seeking and maintaining American Psychological Association accreditation status includes fees to apply, annual fees to maintain, and then a site visit fee every 10 years. The program will also need to maintain its affiliation with the Council of University Directors of Clinical Psychology, the Council of Graduate Departments of Psychology, and the Association of Psychology Training Clinics in order to maintain access to training consultation and resources to help ensure that the program is meeting the best educational practice standards for the field. Additionally, an annual program fee is required for students to participate in the Association of Psychology Postdoctoral and Internship Centers' matching process.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. **Existing resources and impact of new program**. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resource demands for the proposed ISU Psy.D. Program in Clinical Psychology are expected to be minimal. Students in the proposed program are not expected to conduct original scientific research, thus they may have reduced need to access hard to find scholarly works through interlibrary loan or other library facilities. They likely will need to access scholarly journal articles for the completion of coursework, their doctoral projects, and clinical preparation; however, they should be able to access these resources through existing library databases. Clinical manuals and training books will also be purchased as clinic resources so students can access materials through a program clinic resource library, rather than placing a demand on the ISU library system.

b. **Needed resources**. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

We do not expect additional library resources for program implementation. Clinical training materials that will be purchased for a program clinic resource library are included on the budget sheet.

20. Faculty/Personnel resources

a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be

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needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

The proposed ISU Psy.D. Program in Clinical Psychology requires students to complete 104 credit hours to earn the degree. In an effort to save costs and capitalize on expertise that is already present at ISU, we sought to overlap as many courses as possible with existing programs – in particular the ISU Ph.D. Program in Clinical Psychology. As such, 19 of the program credits (7 courses) will be taught via distance by existing faculty in Pocatello. Graduate students from both programs (Psy.D. and Ph.D.) will attend these classes together. Three credits (1 course) will be taught by a faculty member in the Master of Science in Clinical Psychopharmacology program. Psy.D. students will take this class jointly with students in that program. That leaves 82 credits that will need to be taught by new program faculty located in Meridian. These include courses where the content cannot be taught through a distance format (PSYC 6620 & PSYC 6621), courses where the content would differ between a Psy.D. and Ph.D. program (PSYC 5512, PSYC 66XX [Diagnosis], PSYC 66XX [Evaluating Psychotherapy Research], PSYC 66XX [Adult Psychotherapy I], & PSYC 66XX [Child Psychotherapy I]), a course that is important for building cohesion among an incoming cohort of students (PSYC 7701), specialty courses in Integrated Behavioral Health based on Meridian faculty expertise (PSYC 7736), supervision of the Doctoral Project (PSYC 88XX), and the required (PSYC 7727 & PSYC 7749) and elective (PSYC 7724, PSYC 7725, & PSYC 7726) clinical experiences that require in-person coordination and supervision.

To teach all of the Psy.D. courses as well as the courses in the existing Ph.D. program, and in order to operate the two doctoral programs in clinical psychology, 12 core faculty members are needed (7 in Pocatello who will be core faculty members of both programs, 5 in Meridian who will be core faculty members of the Psy.D. program only). Adequate affiliate faculty (*N* = 5) from the Experimental Psychology Ph.D. Program in Pocatello to teach the Core Psychology Classes are also needed. An example workload distribution (based on 15 workload credits per semester, separated into 5 unit blocks) of the 5 new faculty in Meridian that covers all program courses is as follows:

Fall					
	WU1	WU2	WU3	WU4	WU5
Psy.D. DCT (11 mo.)	PSYC 7701	PSYC 7724/7749***	PSYC 88XX & Advising*	DCT admin.	Univ. & Program Service
Clinic director (11 mo.)	PSYC 6620	PSYC 7727**	PSYC 88XX & Advising*	Clinic admin.	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Diagnosis)	PSYC 7736	PSYC 7727**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Eval. Psychotherapy Res.)	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 7736	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Spring					
	WU1	WU2	WU3	WU4	WU5
Psy.D. DCT (11 mo.)	PSYC 5512	PSYC 7724/7749***	PSYC 88XX & Advising*	DCT admin.	Univ. & Program Service
Clinic director (11 mo.)	PSYC 6621	PSYC 7727**	PSYC 88XX & Advising*	Clinic admin.	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Adult Psychotherapy)	PSYC 7736	PSYC 7727**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 7736	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Faculty (9 mo.)	PSYC 66XX (Child Psychotherapy)	Undergrad course for ISU PSYC Major****	PSYC 7725/7726**	PSYC 88XX & Advising*	Univ. & Program Service
Summer					
	WU1	WU2	WU3	WU4	WU5
Psy.D. DCT (11 mo.)	PSYC 7725/7726**	PSYC 7725/7726**	PSYC 7724/7749***	DCT admin.	Univ. & Program Service
Clinic director (11 mo.)	PSYC 7727**	PSYC 7727**	Undergrad course for ISU PSYC Major****	Clinic admin.	Univ. & Program Service
Faculty (9 mo.)	Off contract				
Faculty (9 mo.)	Off contract				
Faculty (9 mo.)	Off contract				

**Represents direct clinical supervision for 6-9 students.

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***Represents arrangement and supervision of 36 students in community sites or on internship.
****Depending on faculty interest, could remove this teaching requirement and allow for a 0.80 FTE appointment to allow the faculty member to have one day dedicated to running their own private practice.

In addition, one 0.50 FTE Technical Records Specialist will be needed to help manage operations of the Psy.D. Program. Duties of the technical records specialist will include managing student files, managing admissions, providing information about the program to interested parties, making purchases for the program, and other record keeping duties. The Technical Records Specialist position is consistent with others who perform similar duties on the Meridian campus.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

The Psy.D. Program will be able to utilize the existing faculty in the Psychology Department at ISU. These faculty have knowledge and expertise in running an American Psychological Association-accredited doctoral program in clinical psychology and will aid in teaching some of the Core, Research Methods, Professional Ethics, and Intervention classes in the Psy.D. Program. The clinical faculty in Pocatello will also aid in the operations of the Psy.D. Program as core faculty, including providing service roles in making decisions about faculty hires, admissions, and program operations and procedures. In order to perform the various duties in the Psy.D. Program and maintain a healthy operation of the B.S. and Ph.D. degrees in Pocatello, 7 tenure-track faculty members who are identified as core faculty of the Psy.D. and Ph.D. programs are necessary. In addition, adequate faculty numbers (5 tenure-track faculty members) are needed as core faculty for the Experimental Psychology Ph.D. Program in order to teach the Psy.D. Program's Core and Research Methods courses and maintain a healthy operation of the B.S. and Experimental Psychology Ph.D. degrees in Pocatello. If the number of tenure-track faculty members located in Pocatello fall below these numbers, continued operation of the Psy.D. Program will not be feasible.

Additionally, we have consulted with the ISU Instructional Technology Resource Center about the proposed Psy.D. Program. They had no concerns about their ability to support the program's distance learning needs and were enthusiastic about the development of this program.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

The creation of the proposed ISU Psy.D. Program in Clinical Psychology will have some impact on the existing B.S. and Ph.D. programs offered by the Psychology Department. These impacts include, the Chair of the department having to oversee three doctoral programs instead of two, several graduate classes in both existing Ph.D. programs (clinical and experimental) now including approximately 12 more students enrolled in the classes (going over this number would present a negative impact on students in the two Ph.D. programs taking these courses), several graduate classes in both programs now including both in-person and distance students, and core faculty of the existing Ph.D. Program in Clinical Psychology now playing a key role in the operations of the new Psy.D. Program. We have been thoughtful of these impacts in the design of the Psy.D. Program and although they represent increased work for existing faculty, we believe the impact will be manageable if the Psy.D. Program receives the resources described in this proposal.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

As described above, operation of the new Psy.D. Program in Clinical Psychology would require hiring 5 new full-time tenure track faculty and 1 new half-time Technical Records Specialist in Meridian. The 5 new faculty in Meridian would need to include one Director of Clinical Training for the Psy.D. Program hired on a 11-month contract (preferably also at an advanced stage in their career), one Clinic Director hired on a 11-month contract,

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and three other faculty members hired with 9-month contracts. This number of faculty members is required in order to cover all of the necessary courses in the curriculum, supervise the clinical experiences, chair the doctoral projects, provide mentorship and advising to students, and perform general program and university service activities. The Director of Clinical Training and Clinic Director positions should be 11-month positions in order to cover the clinical experiences and administrative duties that are required for the summer months (this is consistent with other faculty in the health science professions on the Meridian campus). A half-time Technical Records Specialist in Meridian is needed for at least 9 months of the year in order to assist with the day-to-day operations of the Psy.D. Program.

21. Revenue Sources

For reference, the fee structures for neighboring Psy.D. programs are as follows:

State	University	In-state & out-of-state are the same		University/institution/course fees or costs per year	Additional estimated fees or costs to students per year
		Cost per credit	1st year Tuition		
Colorado	University of Denver	$1,310	$78,600	~$4,500	~$2,500
Idaho	Northwest Nazarene University	$950	$29,600	$980	$1,520
Oregon	George Fox University	$1,120	$35,840	~$6,700/year (includes $4,500 health insurance)	$0 - $500 per class
Oregon	Pacific University	$1,446	$42,591	$4,000	$2,000
Washington	Antioch University	$1,032	$49,550	$600	varies

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

There are no plans to reallocate ongoing funds from other programming in order to secure the resources necessary for building out this program. We may incur some one-time costs associated with upgrading technology and readying facilities for expanded use (primarily securing educational or clinical furniture). These are likely to be covered by a mix of central funds/reserves, Division reserves in the Kasiska Division of Health Sciences (for tech upgrades in Meridian that will benefit health sciences programming more broadly), and funds in the College of Arts and Letters.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

It should be noted that while this proposal indicates that we will be launching a "self-sustaining" program that is covering its own costs through tuition and professional fees, we do have a Critical Programs Expansion request – as solicited by the Office of the Governor – that will cover the ongoing faculty costs associated with this program. If this request is approved, the professional fee charged to students will be significantly reduced if not eliminated entirely.

c) **Non-ongoing sources**:
   i. If the funding is to come from one-time sources such as a donation, indicate the

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sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?
N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

ISU intends to support this program by levying Professional Program Fees in alignment with program costs. Requirements to establish such a fee structure are stipulated in Policy V.R.3.b.iii and include the following:

1) the program "qualifies [graduates] to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required." Credentialing and licensure are required for all PsyD graduates engaging in Clinical practice and thus this requirement is fulfilled.

2) the program "is actively seeking accreditation if it is a new program." As explained above in section 11, the American Psychological Associated serves as the accrediting body for this program, and they have a "step-up" accreditation process in which the institution begins at the time of initial program delivery to secure accreditation. We will file our "intent to apply" accreditation documentation in accordance with their requirements and thus will be in the process of actively seeking accreditation with the approval and inception of the program.

3) the fees are "based on the costs to deliver the program and other related costs." Furthermore, the institution is asked "to provide justification for the pricing of the professional program." As the attached RAIS form notes, once fully subscribed, the program will cost approximately $904,876 per year to operate including personnel and operating costs. We will also recover a total of $127,673 in standard student fees (activity fee, facilities fee, IT fee). To offset the remainder of the costs associated with delivering this program and build a reasonable reserve we anticipate charging a professional fee of $556,452 or $10,000 per year per student. This would allow us to net $359,060 per year. It would also set ISU's total financial cost for this program, including tuition and professional fees, at $22,384 a year per student. Given that Northwest Nazarene University is currently the lowest priced PsyD program in the region with a cost of $29,600 per year, ISU's program will be $7,216 below this and thus the lowest priced in the region.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Per Student Costs (per Academic Year/In State):
Graduate Tuition/Fees: $12,384.70
Professional Fee: $10,000
Total Tuition and Fees: $22,384.70

Revenue:

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Total Cost (personnel/operating): $904,876
Total Revenue: $1,263,936
Net Revenue: $359,060

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

ISU #2024-07 Clinical Psychology Doctorate (PsyD)

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 027		FY 028		FY 029		FY 030		FY 031		FY 032	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6	6	8	8	10	10	12	12	12	12	12	12
B. Shifting enrollments	0	0	6	6	14	14	24	24	30	30	36	36
Total Enrollment	6	6	14	14	24	24	36	36	42	42	48	48

II. REVENUE

	FY 027		FY 028		FY 029		FY 030		FY 031		FY 032	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request												
2. Institution Funds												
3. Federal												
4. New Tuition Revenues from Increased Enrollments	$58,742.57	$0.00	$144,289.57		$256,758.17		$398,341.92		$490,007.97		$579,811.21	
5. Student Fees	$60,000.00	$0.00	$144,200.00		$254,616.00		$393,381.72		$472,713.70		$556,451.56	
6. Other (i Activity Fee	$15,562.38	$0.00	$36,841.24		$63,483.90		$95,490.36		$111,581.76		$127,673.16	
Total Revenue	$134,305	$0	$325,331	$0	$574,858	$0	$887,214	$0	$1,074,303	$0	$1,263,936	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 027		FY 028		FY 029		FY 030		FY 031		FY 032	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs												
1. FTE	2.50		4.50		5.50		5.50		5.50		5.50	
2. Faculty	192,256.00		352,523.68		440,349.39		451,242.37		464,779.64		478,723.03	
3. Adjunct Faculty	0.00		0.00		0.00		0.00		0.00		0.00	
4. Graduate/Undergrad Assistants	$95,918.75		$101,760.20		$107,957.40		$107,957.40		$111,196.12		$114,532.00	
5. Research Personnel	$0.00		$0.00		$0.00		$0.00		$0.00		$0.00	
6. Directors/Administrators	$4,000.00		$4,000.00		$4,000.00		$4,000.00		$4,000.00		$4,000.00	
7. Administrative Support Personnel	$19,495.84		$20,080.72		$20,683.14		$21,303.63		$21,942.74		$22,601.02	
8. Fringe Benefits	$64,757.12		$127,610.44		$155,967.57		$159,938.95		$164,548.69		$169,447.11	
9. Other: _____												
Total Personnel and Costs	$376,427.71	$0.00	$605,975.04	$0.00	$728,957.50	$0.00	$744,442.35	$0.00	$766,467.20	$0.00	$789,303.17	$0.00

	FY 027		FY 028		FY 029		FY 030		FY 031		FY 032	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures												
1. Travel	$8,000.00		$12,000.00		$14,000.00		$14,000.00		$14,000.00		$14,000.00	
2. Professional Services	$1,600.00		$3,475.00		$4,050.00		$4,625.00		$4,913.00		$5,200.00	
3. Other Services	$1,200.00		$1,700.00		$1,950.00		$2,575.00		$2,575.00		$2,575.00	
4. Communications												
5. Materials and Supplies	$6,750.00	$20,000.00	$6,750.00		$6,750.00		$6,750.00		$6,750.00		$6,750.00	
6. Rentals												
7. Materials & Goods for Manufacture & Resale												
8. Miscellaneous	$68,115.05	$350.00	$75,171.57	$0.00	$79,821.67	$0.00	$82,079.64	$0.00	$84,525.46	$0.00	$87,047.86	$0.00
Total Operating Expenditures	$85,665	$20,350	$99,097	$0	$106,572	$0	$110,030	$0	$112,763	$0	$115,573	$0

	FY 027		FY 028		FY 029		FY 030		FY 031		FY 032	
C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources												
2. Equipment		$35,000.00		$10,000.00		$5,000.00						
Total Capital Outlay	$0	$35,000	$0	$10,000	$0	$5,000	$0	$0	$0	$0	$0	$0

	FY 027		FY 028		FY 029		FY 030		FY 031		FY 032	
D. Capital Facilities Construction or Major Renovation	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00

E. Other Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Utilites												
Maintenance & Repairs												
Other												
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$462,093	$55,350	$705,072	$10,000	$835,529	$5,000	$854,472	$0	$879,231	$0	$904,876	$0
Net Income (Deficit)	$ (327,787.81)	$ (55,350.00)	$ (379,740.80)	$(10,000.00)	$ (260,671.10)	$ (5,000.00)	$32,742	$0	$195,073	$0	$359,060	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

II.4	Tuition is increased every year by 3%
II.5	Student Fees are professional fees that are increased every year by 3%. 5th year students do not pay professional fees
II.6	Other is the Consolidated Mandatory Fees, which includes the activity fee, IT fee, facilities fee, and eISU fee for students.
III.B.8	On-going Administrative Recovery Fee.
III.C.2	5,000 per employee for computer and office furniture

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January 17, 2025

Dear State Board of Education Colleague:

The University of Idaho (U of I) writes to support Idaho State University's (ISU's) proposed Doctor of Psychology in Clinical Psychology (PsyD). As you may recall, in 2024, the U of I submitted a similar proposal for a PsyD program and was instructed by the State Board of Education (SBOE) to pause until ISU's proposal was ready for consideration. Now that ISU's proposal is being considered, the U of I writes to respectfully recommend approval of both proposals. We do so for three reasons. First, Idaho's demand for mental health professionals educated at the doctoral level is so high that both programs will be required to effectively meet the state's needs. Second, each proposed PsyD program has unique strengths. Third, launching both programs will increase the number of mental health professionals qualified to supervise others and so will provide the quickest route to increasing the number of Idaho clinical placements available to support future mental health professions students.

First, as both the ISU and U of I PsyD proposals show, Idaho faces a severe shortage of mental health care professionals. Yearly, an estimated 25% of Idaho residents experience mental health issues. Due to the dearth of qualified mental health practitioners in the state, most are un- or under-treated, which has led to the Idaho Department of Health & Welfare's designation of the entire state as a mental health shortage area. This lack of adequate care promotes co-morbidities, such as substance abuse and obesity, as well as other societal problems, from homelessness and job loss to suicide, which claims an average of 400 Idaho lives per year. Economically, mental illness takes an estimated $1.5B annual toll on Idaho's economy through missed workdays, decreased employee productivity, higher incarceration rates (and costs) for those with mental illness, decreased high school graduation rates, higher medical costs due to treatment delays, and higher rates of homelessness and demands on public assistance. Therefore, meeting mental health workforce needs is vital to Idaho citizens' welfare and to helping Idaho's economy to thrive.

Doctoral programs in clinical psychology are key to meeting this workforce need. To practice independently in Idaho, clinical psychologists must hold a doctoral-level degree – either a doctor of philosophy (Ph.D.) in psychology or a PsyD. Further, only mental health professionals with such a degree can supervise other mental health service providers in Idaho. Such practitioners often supervise graduate student providers in training or practitioners working toward licensure or holding a Psychology Service Extender registration. Therefore, increasing the number of mental health providers with doctoral degrees is critical to addressing Idaho's mental health practitioner shortage.

To produce enough providers, two more Idaho doctoral programs in clinical psychology are needed. Idaho State's PsyD proposal states that it will enroll 12 students each year. Thus, ISU will produce graduates who will help to address the shortage. But, nationally, PsyD programs typically attract and enroll students from in and outside their home states. If ISU's PsyD program's outputs parallel those of similar programs elsewhere, it is likely that many of its graduates will practice in states other than Idaho. Therefore, an additional program is needed. By year five, the U of I's program is projected to produce another 12 doctoral-level mental health graduates annually. Thus, both programs are needed to effectively meet Idaho's needs. State Board policy allows this approach because it does not assign statewide responsibility for the PsyD degree to a single institution.

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

Second, each institution and program offer distinctive strengths. Given its existing Ph.D. in Clinical Psychology, ISU will draw on current faculty members' expertise by incorporating 19 credits (in seven courses) from its existing curriculum into its proposed PsyD. This approach will increase efficiencies and help ISU to implement its planned integrated behavioral health focus, which is tailored to respond to critical needs in Idaho. The U of I's proposed PsyD program will benefit from the active learning classrooms, standardized patient care rooms, research offices, and common study spaces that already exist in the Washington, Wyoming, Alaska, Montana and Idaho (WWAMI) medical education partnership. Further, some current WWAMI staff will be re-assigned to the PsyD.

Finally, launching both proposed PsyD programs offers the quickest, most effective way to address the serious shortage of Idaho clinical placements for mental health professions students. This shortage poses a significant barrier to equipping Idaho with the qualified mental health professionals the state needs. Due to its existing partner relationships, ISU is best positioned to secure and supervise students in clinical placements in or close to its geographical region. Similarly, due to our existing partner relationships, UI is best positioned to do the same in or close to our geographical region. However, the primary means to address the shortage of clinical placements is to graduate professionals who go on to practice in Idaho. While it is likely that some students from each existing and proposed clinical psychology doctoral program will leave Idaho to practice elsewhere, a proportion from each program will likely practice here. As graduates of Idaho institutions of higher education, these practitioners will be significantly more likely than those educated out of state to have strong relationships with faculty at an Idaho university. Therefore, they are more likely to agree – and desire – to supervise graduate students from their *alma mater's* clinical doctoral program.

In sum, Idaho critically needs mental health professionals with doctoral training to protect residents' welfare and so help the state's economy thrive. Both ISU's and the U of I's proposed PsyD programs are essential if this need is to be met. The unique strengths of each institution qualify it to provide effective, high-value training. By approving both proposals, SBOE will forward the most efficient, effective approach to growing the state's clinical placements for mental health graduate programs, thus ensuring long-term capacity to produce the mental health professionals Idaho needs.

We will of course be happy to provide additional information or take other steps that may be helpful as the board considers both institutions' proposals. We appreciate your consideration.

Sincerely,

Torrey Lawrence, D.M.A.
Provost & Executive Vice President and
Professor of Music

Gwen Gorzelsky, Ph.D.
Vice Provost for Academic Initiatives and
Professor of English

To enrich education through diversity, the University of Idaho is an equal opportunity/affirmative action employer.

UNIVERSITY OF IDAHO

SUBJECT

Doctor of Psychology in Clinical Psychology

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections III.G. and III.Z.

BACKGROUND/DISCUSSION

University of Idaho (UI) proposes to establish the Doctor of Psychology (PsyD) in the School of Health and Medical Professions in the College of Graduate Studies. UI has a foundation of faculty and facilities that can be leveraged to develop this degree. The Idaho WWAMI Medical Education program will collaborate with the UI Counseling & Mental Health Center and the UI Psychology and Communication Department in the development and launching of the PsyD program in clinical psychology. As such, the new program is a shared endeavor and will not replace any existing programs.

According to the Idaho Behavioral Health Alliance, there is a critical shortage of mental health providers in Idaho, and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Fewer than half of Idahoans with mental health conditions receive appropriate care. Idaho also has a high suicide rate and a high rate of accidental deaths associated with substance abuse.

The Idaho Behavioral Health Alliance also suggests that Idaho has spent significant funding on developing crisis management rather than having continuous adequate health care. According to the Idaho Behavioral Health Alliance, "half of all claims submitted to the state catastrophic fund in 2018 involved a mental health diagnosis." This organization also suggests that one of the strategies to improve mental health healthcare in Idaho is to "implement policy to bolster behavioral health workforce and encourage retention, especially in rural areas."

IMPACT

This general lack of behavioral health workforce has an economic impact on residents. Improving access and mental health care in Idaho will have a positive impact on the economy as job numbers increase in mental health and as health care costs decline with better health care coverage for mental health needs.

Healthcare jobs in Idaho are projected to be the fastest growing professions this decade, with nearly 10,000 new jobs being projected, according to the Idaho Department of Labor. The population that the PsyD program will serve encompasses a broad demographic from the classroom to the bedside, by training a healthcare workforce who will in turn provide essential healthcare services to the

people of Idaho. Based on this important need, UI proposes creating the PsyD program to fill this critical workforce shortage. The areas of justification include the following:

- Critical Workforce Shortage
- Enhancing Access to Care
- Addressing Rural Healthcare Need
- Future Demand

In summary, if this request is granted, the primary beneficiaries are the individuals and communities who will be served by future psychologists. In addition, Idahoans who desire to seek a PsyD degree will be able to remain in the state for their training, increasing the likelihood they will stay in Idaho to practice.

The PsyD program will use facilities under the WWAMI program, including three active learning classrooms, a cadaver anatomy lab, nine standardized patient rooms, research offices, and student common study areas, shared with PsyD students. The impact on the WWAMI program is expected to be minimal, as PsyD classes will be scheduled when WWAMI is not using the facilities.

Necessary resources include liability insurance for clinical practicums, estimated at $50 per month per trainee, starting at $6,000 annually and potentially reaching $33,000 annually for 55 students. Continuing education for state licensure will cost $1,000, maintaining test protocol supplies will require $100,000 initially and $10,000 annually, and recording equipment will cost around $100,000.

The program will require 17 new courses and 4 FTE, including Clinical Assistant Professors, Assistant Professors, and a Program Director. One FTE currently working in WWAMI will be partially reallocated to the PsyD program. Existing WWAMI staff and faculty will be redirected to the College of Graduate Studies to support the program.

New state funding will support the program with $382,100 annually, which is derived from this year's college and universities appropriation (HB734) approved by the Legislature. Institutional commitments include $259,320 in ongoing funding and $206,000 in one-time funding in year one, and $79,840 in ongoing funding in year two. Funding will cover personnel costs for the 4 FTE, operating costs (travel, professional services, communications, supplies), and equipment. Total expenditures are estimated at $842,900 to $852,900 annually, with an additional $206,000 in one-time funding in year one.

ATTACHMENTS

Attachment 1 - Doctor of Psychology in Clinical Psychology Proposal and Letters of Support
Attachment 2 - External Review Report and UI Response
Attachment 3 - Institutional Feedback

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed Clinical Psychology program anticipates 10 initial enrollments reaching 55 by year five and graduating seven starting in FY30. These numbers are based on the projected capacity of current faculty and anticipated FTE hires across WWAMI, the Counseling and Mental Health Center, and Psychology and Communication Department. The program identified 10 students per cohort or 20 students overall for program sustainability. If these numbers are not reached, the program will be evaluated after three years of concurrent enrollment deficiency and will sunset following four years of enrollment deficiency. Standard graduate tuition and fee rates as approved by the Board will be utilized for this program.

In accordance with Policy III.G, the proposed Doctor of Psychology in Clinical Psychology was reviewed by an external review panel consisting of Dr. M. Franci Crepeau-Hobson, University of Colorado Denver and Dr. Renee Galliher, Utah State University. Reviewers conducted their on-site review in spring 2024 and shared several observations and potential challenges and provided recommendations for program success. As provided by the reviewers, the program has several strengths, including strong institutional and state support, an interdisciplinary approach, experienced faculty, established partnerships with mental health agencies, and a mission to address community mental health needs. It also benefits from a large pool of potential students and robust facilities. However, the program also has some potential challenges. These include the timing to hire three faculty positions, which can't proceed until program approval, potentially delaying student recruitment and enrollment. The program also requires institutional support for new faculty, particularly senior scholars, to ensure their success and retention. Limited research opportunities and a lengthy accreditation process may further impact recruitment. Additionally, the initial organizational structure is unclear and may need revision to avoid issues with decision-making and responsibilities. University of Idaho provided a response to the report (also included in agenda materials) addressing some of the main challenges and provided reviewers responses during the external peer review on-site meeting.

The proposed program was added to their updated plan, which was approved by the Board at the August 2024 Board meeting. In accordance with State Board Policy III.Z program responsibilities, Idaho State University (ISU) has statewide program responsibility for Clinical Psychology at the Ph.D. level. Staff notes that ISU has also added a PsyD to their updated three-year plan for delivery in Regions V and VI and has submitted a proposal for the Board's consideration. Staff notes that ISU's initial plans have altered to deliver the program in Pocatello and Meridian with a potential partnership with Boise State University. Given the healthcare workforce shortage described in the proposal, UI believes the state could benefit from having another program to produce additional graduates in this area. Additionally, the fundamental differences between the Ph.D. and PsyD degrees is that a Ph.D. tends to be more of a research-focused degree whereas a PsyD is a clinical-based degree. Because of these differences, this program does not conflict

with ISU's statewide program responsibility and UI is not required to establish an MOU with ISU to offer the program.

Forty-five letters of support were also provided representing the health care industry, in and out-of-state neighboring institutions, and community stakeholders. These include Idaho Psychology Internship Consortium, Heritage Health, Kootenai Health, Northwest Specialty Hospital, Portneuf Health Trust, Beacon Clinic, Children's Village, Idaho Hospital Association, Kootenai Neurosurgery and Spine, Syringa Hospital and Clinic, Bonner General Hospital, Shoshone Medical Center, Coeur d'Alene Public Schools, Psychology Center of Idaho Falls, Storm Psychological Services, St. Luke's Behavioral Hot Line, Gritman Clinic Services, representatives from Northwest Nazarene University, North Idaho College, and Boise State University.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 11, 2024; and to the Instruction, Research, and Student Affairs on August 8, 2024.

Idaho State University provided comments (included with agenda materials) for the Board's review, articulating ISU's current and long-standing commitments and future programming efforts to grow its production of mental health practitioners in the state. While ISU indicates its support of the University of Idaho's proposed PsyD program, they also ask the Board to recognize ISU's commitments, investments, and significant expertise in this area by supporting their PsyD proposal as well.

Board staff notes that this program requires each student to complete a clinical internship, per accreditation requirements. This requirement is particularly relevant in light of simultaneous PsyD proposals from ISU and UI, as the institutions would likely need to compete for internship sites throughout Idaho and the broader interstate region to be successful in meeting sustainable enrollment and graduation targets.

BOARD ACTION

I move to approve the request by the University of Idaho to add a Doctor of Psychology program as presented in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	12/07/2023			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	College of Graduate Studies (COGS)			
Name of Department(s) or Area(s):	School of Health and Medical Professions (pending approval)			
Official Name of the Program:	Doctor of Psychology (PsyD) in Clinical Psychology			
Implementation Date:	Fall 2025			
Degree Information:	Degree Level: Graduate	Degree Type: Doctorate		
CIP code (consult IR /Registrar):	42.2801: Clinical Psychology.			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-face			
Geographical Delivery:	Location(s)	Moscow, ID	Region(s)	2
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	☐ Self-Support fee	☐ Professional Fee	☐ Online Program Fee	
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X Regional Program Responsibility: U of I	☐ Statewide Program Responsibility:		

Proposed Action

- [X] **New program offering**
  - [ ] Undergraduate program
  - [X] Graduate program
  - [ ] Undergraduate certificate (30 credits or more)
  - [ ] Graduate certificate (30 credits or more)
- [ ] **New branch campus or change in location**
- [ ] **Modification of Existing Academic Programs**
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more undergraduate programs into one
  - [ ] Consolidating two or more graduate programs into one
  - [ ] Splitting an existing program into two or more programs
  - [ ] Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - [ ] Adding certificate or degrees to existing programs

College Dean	5/20/24 Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	5/20/24 Date	Academic Affairs Program Manager, OSBE	6/18/2024 Date
FVP/Chief Fiscal Officer	5/21/24 Date	Chief Financial Officer, OSBE	06/24/2024 Date

Provost/VP for Instruction	5/21/24 Date	Chief Academic Officer, OSBE	7/1/2024 Date
President	5/21/24 Date	SBOE/Executive Director or Designee Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. All questions must be answered.

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Response: The Idaho WWAMI Medical Education program, in collaboration with the UI Counseling & Mental Health Center (CMHC) and the UI Psychology and Communication Department, proposes the development of a Doctor of Psychology program (PsyD) in clinical psychology. As such, the new program is a shared endeavor. It will not replace any existing programs. This is a substantive change, with a new program offering, requiring the addition of clinical faculty and additional courses not currently offered at the University of Idaho.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

   The Idaho Department of Labor Statewide Occupational Projections (2020-2030) provides the following data:

   Projected annual openings:
   - Clinical, Counseling, and School Psychologists (job code 19-3031) **38** annual openings in Idaho
   - Marriage and Family Therapists (job code 21-1013) **79** annual openings in Idaho
   - Substance abuse, behavior disorder, and mental health counselor (job code 21-1018) **216** annual openings in Idaho
   - Rehabilitation Counselor (job code 21-1015) **179** annual openings in Idaho
   - Counselors, social workers, and other (job code 21-1000) **1,386** annual openings in Idaho
     - Total relevant positions: **1,898**

   Lightcast Analysis:

   Next, Lightcast job posting analytics report (conducted 5/3/24) for clinical psychology position in Idaho documented the following:
   - A posting intensity of 5:1 (ratio of total job postings to unique job postings). According to Lightcast, “A higher than average posting intensity can mean that employers are putting more effort than normal into hiring that position.”
   - Across all counties in Idaho, there is a projected 63% growth in this profession expected from 2023-2034.
   - The average annual openings for clinical psychologists is 30 statewide (***Note****: from 2013-2023, Idaho State University graduated 45 students, only 42 of whom became licensed*

and not necessarily in Idaho. As such, this likely less than 4 students per year. https://www.isu.edu/psych/graduate-programs/clinical-phd-program/).

Current Statewide Deficits:
Lastly, data provided by the Idaho Psychological Association (personal communication with Deborah Katz, IPA Executive Director) indicates that in January 2022, the Idaho population was 1.9 million and there were 462 licensed psychologists. This equates to 0.000243 psychologists per capita in Idaho, which can also be expressed as about 243 psychologists per million people (24 per 100,000). Per Mental Health America's 2022 data, this ratio contributes to Idaho's ranking among the states with the highest proportions of mental illness and lowest availability of mental health care.

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Response: Regarding parts a and b above:

According to the Idaho Behavioral Health Alliance[1], there is a critical shortage of mental health providers in Idaho and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Fewer than half of Idahoans with mental health conditions receive appropriate care. Idaho also has one of the highest suicide rates in the country and has a high rate of accidental deaths associated with substance abuse.

The Idaho Behavioral Health Alliance also suggests that Idaho has spent significant funding on developing crisis management rather than having continuous adequate health care. In other words, individuals with mental health difficulties are only being treated through crisis management rather than having continuous adequate health care between crises. Having health care only at the point of crisis rather than adequate health care between crises leads to poor health management over time and expense of healthcare costs. According to the Idaho Behavioral Health Alliance, "half of all claims submitted to the state catastrophic fund in 2018 involved a mental health diagnosis." This organization also suggests that one of the strategies to improve mental health healthcare in Idaho is to "implement policy to bolster behavioral health workforce and encourage retention, especially in rural areas..."

Current Supply and Demand for Psychologists in Idaho

Idaho currently has a foundation that can be built upon to address these deficiencies by developing a PsyD program at the University of Idaho. The University of Idaho currently has a strong undergraduate psychology program with over 500 students, the school's largest major. Additionally, there are currently only two clinical psychology doctorate programs in Idaho, one longstanding program housed at Idaho State University and a second relatively new program at Northwest Nazarene University (NNU). Given that NNU's program is new and housed in a private institution, data from NNU are not enumerated here. ISU's program is accredited by the American Psychological Association (APA). However, this university turns away 90-95% of their applicants. From 2017 – 2022, there were a total of 585 applicants to ISU's program, but only 34 enrolled in the program, which is 5.8% enrollment from the applicant pool. In other words, in the past 6 application cycles at ISU, 551 individual applications were turned away.

While some of these applicants may not be an adequate fit for a clinical psychology role, many of them likely are. If they continue their pursuit of obtaining a doctoral degree, they will ultimately have to leave the state to do so. ISU's psychology program admission data is below[4]:

	2017	2018	2019	2020	2021	2022	SUM
Number of Complete Applications	80	80	100	87	162	76	**585**
Number of Admission Offers	9	11	14	11	11	9	**65**
Number of Enrolled	6	7	6	5	5	5	**34**
Number of New Students Funded	6	7	6	5	5	5	**34**

Similarly, there are very few APA-accredited clinical psychology doctoral programs regionally.

Montana: 1
Wyoming: 1
Alaska: 1
New Mexico: 1
Utah: 2
Arizona: 3
Washington: 4
Oregon: 4
Colorado: 5

Additionally, the Idaho Business for Education (IBE) reported that in August 2022, there were over 9,000 healthcare job vacancies in Idaho, with mental health being an important sector[5] (e.g., on average, we have one school counselor for every 400 students).

Regarding part C above:

Current State of Behavioral Healthcare in Idaho

Mental health providers support people from early childhood through cognitive decline and other conditions associated with aging. Idaho currently lacks mental health resources to support the existing and growing needs of the state. The entire state of Idaho (100% of counties) is a mental health shortage area (HSPA) according to the Idaho Department of Health & Welfare[2]. Additionally, Idaho has the lowest number of psychiatrists per capita, lowest number of child and adolescent psychiatrists, lowest number of geriatric psychiatrists and no addiction psychiatrists. Considering overall mental health care needs more broadly including providers such as clinical psychologists, Mental Health America[3] (MHA 2023 report) ranks Idaho 44th out of 51 (including D.C.) in adult care, 47th in youth care, while ranking 48th in the prevalence of mental illness. Across all the metrics assessed by MHA, Idaho ranks 47th, indicating an imbalance between the prevalence of mental illness in the state and access to care. The same 2023 MHA report revealed that 51% of adults in the state receive no treatment for mental illness and 32% have unmet mental health needs (Idaho ranked 41st in the nation). 47% of Idaho's youth with a major depressive episode do not receive mental health services. Lastly, Idaho ranks 34th in mental health workforce availability. These dire statistics are further enumerated by the Kaiser Family Foundation (KFF) data on mental health needs in Idaho[6].

This general lack of behavioral health workforce has an economic impact on residents and improving access and mental health care in Idaho will have a positive impact on the economy as job numbers increase in mental health and as health care costs decline with better health care coverage for mental health needs.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.
Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The following are opportunities that will be offered to our students that will help ease program cost:

- Scholarships
- Paid research assistantships for the WWAMI program and Psychology Department.
- Paid teaching assistantships (TA) for our students to teach undergraduate students in psychology.
- Possible opportunity for paid externships.

Response: When possible, textbook options will be sourced from electronic books (ebooks) from the UI Library.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
ISU	Clinical Psychology PHD	FY19	FY20	FY21	FY22 (most recent)	FY20	FY21	FY22	FY23 (most recent)
		6	5	5	5	4	6	5	7

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

Response: As noted in item 2B above, the only clinical psychology training program at another Idaho Public Institution is housed at Idaho State University. However, as noted, there is a significant behavioral health workforce shortage in Idaho and the ISU program graduates 5-7 students per academic year, some of whom do not practice psychology in Idaho. Idaho students and citizens will benefit from an additional program and additional graduates completing a clinical psychology degree.

Additionally, according to the Idaho Psychological Association, in January 2022, the Idaho population was 1.9 million and there were 462 licensed psychologists. This equates to 0.000243 psychologists per capita in Idaho, which can also be expressed as about 243 psychologists per million people (24 per 100,000).

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Doctor of Psychology (PsyD) in Clinical Psychology											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY_26 (first year)	FY27	FY28	FY29	FY30		FY30 (first year)	FY31	FY32	FY33	FY34	
10	20	35	50	55		7	7	12	12	12	

The above numbers are based on the projected capacity of current faculty and anticipated FTE hires across WWAMI, CMHC, and the Psychology and Communication Department.

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

   Based on the available date from APA there is a small attrition rate expected. American Psychological Association. (2016, November 1). Which psychology programs retain the most students? *Monitor on Psychology*, *47*(10). https://www.apa.org/monitor/2016/11/datapoint.

   Our expected graduation rate is based on these attrition rates.

   Response: The projective enrollment was determined after careful discussion between WWAMI, CMHC, and the Psychology Department. It was determined that based on the projected hiring of faculty in the CMHC and the Psychology department and based on current clinical faculty (licensed psychologists), the proposed PsyD program would have enough core faculty to support students in coursework, other didactics, clinical practica, and research mentoring.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

       The minimum class size is 10 students per cohort or 20 students overall. These minimums are based on revenues needed to sustain program delivery.

    b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

       In the event enrollment minimums are not met the program will undergo evaluation after three years of concurrent enrollment deficiency. The program will be sunsetted following four years of enrolment deficiency. Teach-outs will occur for matriculating students and a

new cohort will not be filled.

11. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Accreditation review is performed by the Commission on Accreditation after 2 years of student matriculation and then review is variable after that. It can be a 3-year approval or up to a 10 year approval.

Response: In collaboration with WWAMI, CMHC, and the Psychology Department, a steering committee will be created to formalize the program within SHAMP. This committee will be comprised of licensed and doctorally trained clinical psychologists. This committee will ensure the UI PsyD program aligns with the accreditation standards and requirements of The American Psychological Association (hereafter, APA). Faculty will hold regular meetings each semester to review student progress and determine if remediation plans are needed. An annual progress report will be generated for each student.

The APA has 10 discipline-specific knowledge (DSK) areas students are expected to acquire in their curriculum. These include the following: 1. History and Systems; 2. Affective Aspects of Behavior; 3. Biological Aspects of Behavior; 4. Cognitive Aspects of Behavior; 5. Developmental Aspects of Behavior; 6. Social Aspects of Behavior; 7. Advanced Integrative Knowledge of Basic DSK Content Areas; 8. Research Methods; 9. Statistical Analysis; and 10. Psychometrics.
These ten (10) core discipline-specific areas are foundational for students to establish their identities as psychologists and to prepare for future licensure and practice in psychology. The ten areas are grouped into 4 main domains: 1) History and Systems, 2) Basic Science Content, 3) Advanced Integrated Content, and 4) Methods, Statistics, and Psychometrics.

1. History and Systems: This is the only core area permitted by APA to be acquired at the pre-doctoral, prior to matriculation.
2. Basic Science in Scientific Psychology
    a. Must be graduate level, based on exposure to primary source material, allowing for advanced-level critical thinking and communication of this material.
    b. Must include affective, biological, cognitive, developmental, and social aspects of behavior.
3. Advanced Integrated Content: Must occur at the graduate level and must include integration of at least 2 of the DSK areas.
    a. Done via practicum and completion of comprehensive examinations.
4. Methods, Statistics, and Psychometrics: Must be completed at the graduate level. Students will demonstrate graduate-level knowledge by obtaining a grade of B or higher.

The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**.

Peer review was completed in accordance with SBOE guidelines after names of potential reviewers were approved by SBOE in December of 2023. The review was completed by Drs. M. Franci Crepeau-Hobson and Renee Galliger on March 25-26th 2024 and April 8th, 2024. A report was provided to the UI Provost and WWAMI regional dean on April 19th, 2024 and is included in the Appendix A.

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the State Board of Education.

Will this program lead to certification?

Yes_____ No_X____

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Response: The program is in response to a specific industry need or workforce opportunity. As evidenced by the above-noted Idaho behavioral healthcare needs and current program offerings in Idaho, there is a critical shortage of healthcare providers in mental health and psychology and the proposed program will help full this state need and student demand.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	120-125
Credit hours in required courses offered by other departments:	
Credit hours in institutional general education curriculum	
Credit hours in free electives	
Total credit hours required for degree program:	120-125

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Response: Enumerated in the table below:

Credits	Course (Number/Name)	Description
3	PSYC 512 Research Methods	An in-depth evaluation of the philosophy of research, approaches to designing a study, methods of analyzing collected data, and strategies for summarizing findings. Subject matter will include ethics, sampling, reliability and validity, power, hypothesis testing, study designs, dissemination of research findings, and critical appraisal of research.
3	PSYC xxx History and Systems	Survey of the history and systems that have shaped modern psychology, including evolutionary psychology, ancient philosophy foundations, psychology movements in the modern era, and contemporary schools of thought. This course is required by APA but can be completed prior to matriculation into the PsyD program, depending on courses taken at the undergraduate level.
3	PSYC 525 Cognitive Psychology	Survey and analysis of major topics in the field; emphasis on contemporary research and theory; related topics include perception, memory, and information processing and transformation.

3	PSYC 526 Cognitive Neuroscience	Examine research in human cognition and its neurological basis. The material covered will include the study of normal cognitive processes in humans utilizing noninvasive behavioral and physiological techniques (e.g., reaction times, fMRI, EEG), the study of brain-injured patients, and behavioral and neurophysiological research. The following topics will be covered: perception, object recognition, attention, memory, spatial cognition, motor control, language, executive control, and development.
3	PSYC 572 Introduction to the Pharmacology of Psychoactive Drugs	This course will look at the use and impact of medication in treating mental health symptoms. The course will cover neural mechanisms, behavioral responses, and addictive aspects of psychoactive drugs. Additional projects/assignments are required for graduate credit.
3	PSYC 578 Techniques in Chemical Addictions Counseling	Techniques related to individual and group counseling of chemical addiction clients; helping skills such as active listening, problem-solving, paraphrasing; numerous role plays and other practicum exercises; information about group therapy with the actual experience of being part of a group. Additional projects/assignments are required for graduate credit.
3	PSYC 5XX Data Analysis & Statistics in Psychology	Students will gain proficiency in statistical techniques, including factorial and repeated measures ANOVA, multiple regression, and more. Students will also learn how to use statistical software to analyze data. The course aims to equip students with the skills to critically evaluate statistical research and learn to appreciate the role of statistics in psychology.
3	PSYC 5XX Biological & Health Psychology	Focus on biological, social, and psychological factors related to health and health related behaviors, how physical illness impacts psychological well-being, and the role of the psychologist in healthcare settings. Topics include chronic pain, addiction, sleep behavior, role of the autonomic nervous system, and how psychological states impact the body.
3	PSYC 5XX Advanced Developmental Psychology	Advanced course on lifespan development, including physical, cognitive, social, personality, and psychological change, and how stressors and psychological factors impact development. Additional content includes theories of development and assessing developmental milestones.

3	PSYC 5XX Human Neuropsychology	Critical study of brain-behavior relationships and functional neuroanatomy, with an emphasis on clinical populations. Overview of neuropsychological assessment measures and integration of test results.
4	PSYC 700 Psychopathology	Advanced course on the theoretical models of healthy psychological development and a biopsychosocial framework for understanding major syndromes of psychopathology across the lifespan. Topics also include diagnostic processes and differential diagnosis, understanding the impact of stigma, and evidence-based treatment considerations.
3	PSYC 6XX Cognitive and academic assessment.	Advanced principles of psychological assessment, including record review and history gathering, interviewing, test selection, standardized assessment, scoring, interpretation, diagnosis, report writing, and feedback. Primary content on intellectual assessment, mental status, and academic achievement.
3	PSYC 6XX Personality and Psychological Assessment	Advanced principles of psychological assessment, including record review and history gathering, interviewing, test selection, standardized assessment, scoring, interpretation, diagnosis, report writing, and feedback. Primary focus on personality, psychopathology, affect, and other biopsychosocial factors related to health and wellbeing.
3	PSYC 6XX Professional and Ethical Issues in Clinical Psychology	Advanced review of the APA Code of Ethics, ethics in research, professionalism, and EPPP examination, and state licensure.
3	PSYC 6XX Psychotherapy 1	Course 1 of 3 in a year-long series on psychotherapy theories and techniques, focusing on historical foundations, psychodynamic techniques, and humanistic and emotionally focused therapy.
3	PSYC 6XX Psychotherapy 2	Course 2 of 3 in a yearlong series in psychotherapy theories and techniques, continuing with cognitive behavior therapy and other evidence-based approaches, with a strong focus on case-based cases and technical practice.
3	PSYC 6XX Psychotherapy 3	Course 3 of 3. This third course in the series is focused on systems psychotherapy, including marriage and family therapy and human sexuality.

3	PSYC 6XX Advanced Social Psychology	The scientific study of the bidirectional association between an individual and society; focuses on cognitive processes, emotions, and behaviors; and reviews theories of social behaviors. Covers topics related to social determinants of health, gender, culture, group behavior, aggression, and discrimination.
3	PSYC 6xx Consultation and Program Development	Based on foundational principles of industrial and organizational psychology, reviews a range of consultation methods, including principles of education and program evaluation. Students learn to develop effective consultation questions and questionnaires, and the use of qualitative data methods.
3	PSYC 7XX Cultural & Diversity	This course covers a wide range of topics related to culture and diversity, focusing on social determinants of health, health culture, historical factors that have shaped culture and diversity in the US and in healthcare, and how historical factors impact trust in healthcare professionals.
8	PSYC 7XX Case Conference (repeating)	Seminar series, occurring weekly, covering clinical cases, ethics, and professionalism.
5	PSYC 7XX Externship (repeating)	Community-based placements, supervised clinical practice.
18	PSYC 7XX APA Clinical Internship	18 credits; completion of a 1-year full-time or 2-year part-time APA-accredited internship
15	PSYC 597 (s) Practicum	Variable credit. Supervised practice in psychology assessment and therapy.
18	PSYC 600 Doctoral Research and Dissertation (18 credits)	Variable credit. Demonstration of progress in the dissertation.
125		

c. Additional requirements. Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

Students will have dissertation credits and practicum/externship credits, listed above. Their last year includes the completion of a required APA accredited clinical internship. They will have credit for this as well so that the completion is itemized on their transcripts, which will be important as they subsequently apply for state licensure.

Additionally, as is standard in clinical psychology programs (PhD or PsyD), there are comprehensive examinations. The American Psychological Association does not have a specific requirement for what form these comprehensive exams should take but it is central to APA accreditation that students demonstrate mastery and integration of knowledge. They will do this as part of the comprehensive exams. There will be three examinations in total:

1. Examination 1: End of year two – students will have a comprehensive examination related to assessment (test selection, diagnostic interviewing, testing procedures, standardization, test interpretation and conceptualization) and intervention (evidence-based treatment based on assessment results). This will require a two-member committee and the selection of a client from the community that the student will assess and for whom they will write an assessment report.

2. Examination 2: End of year three – students will have a comprehensive examination related to evidence-based psychotherapy in which the student will demonstrate mastery of therapy and practice with a real case they treated. The deliverable will be a written document detailing their approach to therapy with the client, with citations of original sources and a written case study of how therapy benefited the client. This will also include a two-member committee. The PsyD student will present their case study to the committee and will be prepared to answer questions about therapy techniques.

3. Examination 3 is the Dissertation Defense: So stated, in accordance with UI policies for conferring doctoral degree.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Response: Student Learning Outcomes:
Intended learning outcomes for PsyD clinical psychology graduates are detailed in the accreditation requirements for the American Psychological Association (APA). The curriculum will be based on profession-wide competencies as outlined by the APA, which include the following: I. Research; II. Ethical and Legal Standards; III. Individual and Cultural Diversity; IV. Professional Values, Attitudes, and Behaviors; V. Communication and Interpersonal Skills; VI. Assessment; VII. Intervention; VIII. Supervision; IX. Consultation and Interprofessional/Interdisciplinary Skills.

These profession-wide competencies are expected of all graduates and are partially demonstrated via the following learning outcomes:

I. Research: Successful completion of coursework related to methods and statistics, as well as completion of the dissertation, participation in faculty-supervised research, and completion of a manuscript to be submitted for possible publication in a peer-reviewed journal.

II. Ethical and Legal Standards: Successful completion of coursework related to ethics and legal standards, demonstration of ethical practice in practicum and as assessed by faculty supervisor.

III. Individual and Cultural Diversity: Successful completion of coursework related to culture and diversity, as well as by designing and implementing culturally sensitive interventions based on the unique needs and perspectives of their patient/client for whom they are providing assessment or therapy while demonstrating evidence-based practice under the supervision of a licensed psychologist.

IV. Professional Values, Attitudes, and Behaviors: Outcomes for this area of competencies will

be demonstrated by the successful completion of practicum, supervision, and case conferences.

V. Communication and Interpersonal Skills: The student will demonstrate effective active listening, empathetic responses, and clear communication in therapeutic interactions with clients, and via supervision and obtaining feedback from supervisors.

VI. Assessment: Successful completion of coursework related to Assessment, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on assessment. They will also demonstrate competence in assessment via the one-year APA-accredited clinical internship, which is required for graduation.

VII. Intervention: Successful completion of coursework related to Intervention, as well as completion of practicum and supervision. Next, they will successfully complete their comprehensive examination on therapy and intervention. They will also demonstrate competence in intervention via the one-year APA-accredited clinical internship, which is required for graduation.

VIII. Supervision: Learning outcomes are based on the completion of a supervised practicum. Additionally, students in their 3rd and 4th years of training will have the opportunity to provide mentored supervision to 1st and 2nd year students (i.e., “supervised supervision”).

IX. Consultation and Interprofessional/Interdisciplinary Skills: Students will actively participate in interdisciplinary case conferences, contributing meaningful insights and recommendations, and receiving positive evaluations from colleagues and supervisors for their contributions.

Other general learning outcomes expected of students:
- Coursework: Students will obtain a grade of B or higher.
- Other didactics: attendance and participation in case conferences and other periodic seminars.
- Successful completion of supervised clinical practica (therapy and assessment experiences).
- Completion of dissertation
- Completion of comprehensive examinations
- Completion of a one-year APA-accredited clinical internship (APA requirement).

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment Process:

To evaluate how well students are achieving the intended learning outcomes, the following assessment processes will be employed:

1. Examinations and Quizzes: Regular assessments will include written examinations and quizzes to evaluate knowledge acquisition and critical thinking skills.

2. Clinical Skills Assessment: Clinical skills will be assessed through direct observation, practical examinations, and skills checklists during clinical rotations.

3. Case Studies and Care Plans: Students will complete case studies and care plans to

demonstrate their ability to apply theoretical knowledge to real-world patient care scenarios.

4. Reflective Journals and Portfolios: Students will maintain reflective journals and e-portfolios, providing insights into their personal and professional growth.

5. Peer and Self-Assessment: Peer evaluations and self-assessment will be incorporated for group projects and personal reflection on skills development.

Using Assessment Findings for Program Improvement:

Assessment findings will be used for continuous program improvement through the following mechanisms:

1. Faculty Meetings: Regular faculty meetings will involve discussions of assessment results, with a focus on identifying areas of improvement and refining teaching methods and curriculum.

2. Curriculum Review: Assessment data will inform curriculum revisions, ensuring alignment with current healthcare trends and best practices.

3. Faculty Development: Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement.

4. Feedback Loops: Continuous feedback loops will be established with students, incorporating their input to make program enhancements.

Assessment Activity Timing:

Assessment activities will occur throughout the program at various frequencies:

• Formative assessments (quizzes, in-class discussions) will be ongoing throughout each semester.

• Summative assessments (midterm, final examinations) will occur at the end of relevant courses and following year one and year two. Alumni and industry surveys will be completed two years following graduation.

• Clinical skills assessments and evaluations will be conducted during clinical rotations.

• Case studies, care plans, and projects will be assigned periodically.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The University of Idaho is the home of the WWAMI Medical Education Program. This program is located in two buildings on the University of Idaho Moscow Campus. Facilities include three active learning classrooms, 9 standardize patient rooms, research offices and student common study areas.

b. **Impact of new program**. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

The existing program is the WWAMI Medical Education Program. The Impact will be minimal as the PsyD students will share the same buildings, classrooms, laboratories, and clinical spaces though the use will not overlap the medical student or psychology student curriculum. Classes for the PsyD students will be scheduled when WWAMI is not using the facilities.

c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

Clinical practicum will require students to see clients from the community (under the supervision of their licensed faculty mentor). This will require liability insurance. This will be approximately $50 per month per trainee. For the first year, this would be up to $6000 annually but would increase with additional enrollment in subsequent years. With a maximum enrollment of 55 students, this could reach as high as $33,000 annually. Additionally, students will be required to perform psychological and cognitive assessments on clients. Assessment tools are standardized test instruments (IQ tests, personality assessments, academic achievement tests, etc.) which are purchased from test publishing companies. These tests typically have an initial purchase requirement for reusable test stimuli but paper protocols are re-ordered based on demand and usage. As such, there is a cost of maintaining test protocol supply. We are requesting $100,000 initial purchase start-up and $10,000 annually for maintaining protocol supply. Recording equipment is also necessary. Therapy and assessment sessions are recorded so that trainees can play back sessions with their supervisor for training purposes. Therapy and exam rooms will be equipped with this hardware at the cost of approximately $100,000.

In sum, the needed resources would be as follows:

- Test instruments and protocols: $100,000 initial, $10,000 annually for maintenance.
- Video equipment: $100,000.
- Continuing Education required for state licensure in Idaho annually: $1,000.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

The University of Idaho houses the largest library in the state of Idaho servicing students and faculty on our campuses and virtually in all 44 counties. Students on campus will have access to needed search databases, journals and scholarly works related to psychology and healthcare. It is not expected that the PsyD program will have a noticeable impact on library usage. Library resources for students and faculty attending online https://www.lib.uidaho.edu/services/distance.html

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No additional costs are needed.

20. Faculty/Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

In our line-item request for 2 FTE faculty, in conjunction with the existing faculty in CMHC and the Psychology Department, as well as forthcoming planned hires in these departments, we envision we will have the personnel necessary to operate the PsyD program.

The PsyD program will include the creation of new courses, enumerated above (Section 15B). Along with several cross-listed courses that already exist in the psychology department.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Current staff and faculty will be redirected from WWAMI to the College of Graduate Studies. Please see the organizational chart under supportive documentation.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will the quality and productivity of existing programs be maintained?

The PsyD program will be in partnership with the UI Counseling and Mental Health Center (CMHC; formerly the Counseling and Testing) and the Psychology and Communication Department. Regarding quality assurance, this is detailed in section 11 above. The program will undergo annual program prioritization as part of the University of Idaho quality improvement plan https://www.uidaho.edu/provost/ir/assessment-evaluation/program-review

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

The PsyD program will require 4 FTE (full-time employees). This will include the following personnel: Clinical Assistant Professors, Assistant Professors and a Program Director.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state-appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

One FTE for the PsyD program already works in WWAMI and a portion of their time will be re-allocated to the PsyD when the program starts. There will be no impact to other programs.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request

The PsyD program was awarded state funding by the state legislature and signed by Gov. Brad Little.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? Not applicable.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? Not applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
Not applicable at the present time.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The PsyD program tuition will match University of Idaho graduate student tuition, currently listed at $10,548 for Idaho Residents and $29,784 for non-Idaho Residents. This complies with the Board Policy.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Not applicable.
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Citations:

1. Idaho Behavioral Health Alliance: "Idaho's Behavioral Health Workforce Shortage" Retrieved 9/24/2023 from https://www.idahobha.org/wp-content/uploads/2019/09/Idaho-Behavioral-Health-Workforce-Shortage-REVISE-8-22.pdf
2. Idaho Department of Health and Welfare. Rural Health and Underserved Areas. Health Professional Shortage Areas (HSPA). Retrieved 9/24/2023 from https://healthandwelfare.idaho.gov/providers/rural-health-and-underserved-areas/rural-health-and-underserved-areas
3. Mental Health American. Retrieved 9/24/2023 from https://mhanational.org/mhamapping/mha-state-county-data
4. Idaho State University (ISU) Doctor of Philosophy in Clinical Psychology, Student Admissions, Outcomes, and Other Data. Retrieved 9/24/2023 from https://www.isu.edu/psych/graduate-programs/clinical-phd-program/#d.en.239881
5. Idaho Business for Education Report, August 2022. Retrieved 9/24/2023 from http://idahobe.org/wp-content/uploads/2022/08/HEALTH-CARE-SUMMIT-WHITE-PAPER-3.0.pdf
6. Kaiser Family Foundation, Mental Health in Idaho, retrieved 9/24/2023 from https://www.kff.org/statedata/mental-health-and-substance-use-state-fact-sheets/idaho/#:~:text=Prior%20to%20the%20pandemic%2C%20in,6.2%25%20(15.4%20million)

PsyD

Program Resource Requirements.

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

I. PLANNED STUDENT ENROLLMENT

	FY 26		FY 27		FY 28		FY 29	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		10		10		15		15
B. Shifting enrollments				7		14		26
Total Enrollment	0	10	0	17	0	29	0	41

II. REVENUE

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	$382,100.00		$382,100.00		$382,100.00		$382,100.00	
2. Institution Funds	$259,320.00	$206,000.00	$79,840.00					
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$201,480.00		$402,960.00		$705,108.00		$1,007,400.00	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$842,900	$206,000	$864,900	$0	$1,087,208	$0	$1,389,500	$0

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

			FY26	FY27	FY28	FY29
HC	FT Enrollment		10	17	29	41
Student Credit Hours	PT Enrollment		-	-	-	-
Rates:						
Res Tuition - FT		$ 8,272	$ 41,360	$ 70,312	$ 119,944	$ 169,576
NR Tuition - FT		$ 27,508	$ 137,540	$ 233,818	$ 398,866	$ 563,914
Fees - FT		$ 2,276	$ 22,760	$ 38,692	$ 66,004	$ 93,316
Summer Tuition - PT		$ 534	$ -	$ -	$ -	$ -
Summer Fees - PT		$ 52	$ -	$ -	$ -	$ -
Profession Fee - Annual		$ -	$ -	$ -	$ -	$ -
			$ 633,450	$ 1,140,210	$ 1,562,510	$ 1,562,510
	TUITION		$ 178,900	$ 304,130	$ 518,810	$ 733,490
	FEES		$ 22,760	$ 38,692	$ 66,004	$ 93,316
			$ 201,660	$ 342,822	$ 584,814	$ 826,806
	from template		$201,480	$402,960	$705,108	$1,007,400

III. EXPENDITURES

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	4.0		4.0		4.0		4.0	
2. Faculty	$390,000.00		$390,000.00		$390,000.00		$390,000.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	200000		200000		200000		200000	
7. Administrative Support Personnel								
8. Fringe Benefits	182900		182900		182900		182900	
9. Other:								
Total Personnel and Costs	$772,900	$0	$772,900	$0	$772,900	$0	$772,900	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
2. Professional Services	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
3. Other Services								
4. Communications	$20,000.00		$20,000.00		$20,000.00		$20,000.00	
5. Materials and Supplies	$10,000.00		$10,000.00		$10,000.00		$10,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$70,000	$0	$70,000	$0	$70,000	$0	$70,000	$0

	FY 26		FY 27		FY 28		FY 29	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment		$206,000.00	$10,000.00		$10,000.00		$10,000.00	
Total Capital Outlay	$0	$206,000	$10,000	$0	$10,000	$0	$10,000	$0

	FY		FY		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$842,900	$206,000	$852,900	$0	$852,900	$0	$852,900	$0
Net Income (Deficit)	$0	$0	$12,000	$0	$234,308	$0	$536,600	$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

I.A.B.	10 students per year for years one and two and 15 per year for subsequent years.
II.4	Line 4 represents standard graduate tuition rate. The estimated costs for Doctor of Psychology (PsyD) in Clinical Psychology Students is broken down as follows: • Resident: $8,272 + UI Fees $2,276 = $10,548/yr • Non-Resident: $27,508 + UI Fees $2,276 = $29,784/yr
III.A	4.0 FTE matches the state line item request previously submitted. The amount requested from the state includes $100,000 for the program director, faculty salaries and benefits for 4 FTEs.
III.A8	Faculty Fringe Benefit Rate 31.0%
III.B1	Travel to include conference attendance.
III.B2	Professional Services (ie.; Guest Speakers, Professional Calibration of Testing Equipment, Maintenance of Video Equipment)
III.B4	Communications and Marketing for recruiting and promotion
III.C2	Recording /Video Equipment and Test Instruments

IDAHO
Psychology
Internship
Consortium

Dear Members of the State Board of Education,

As the Director of the Idaho Psychology Internship Consortium (ID-PIC), I am writing to express my enthusiastic support for the proposed Doctor of Psychology (PsyD) program at the University of Idaho.

The need for high-quality mental health services in Idaho is pressing, and fulfilling this need begins with the provision of high-quality psychological training within our state. The University of Idaho has consistently demonstrated its commitment to the high-quality training of psychologists, notably through its American Psychological Association (APA) accredited doctoral internship program at the University Clinic. The creation of a PsyD program would substantially further the goals of expanding access to high quality psychological services in Idaho.

I wholeheartedly support the University of Idaho's application for the establishment of the PsyD program and eagerly anticipate the positive impact this program will have on the well-being of Idaho's citizens.

Sincerely,

Daniel McGrath, PsyD
Program Director, Idaho Psychology Internship Consortium

February 13, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer:

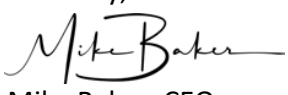
On behalf of Heritage Health, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

North Idaho has struggled to retain psychologists, resulting in a lack of access to receive appropriate diagnoses and clinically necessary therapies for many children and adults with mental health problems. Without accredited programs (such as the PsyD program proposed by University of Idaho), Idaho students who wish to become psychologists must attend non-accredited (and often online) programs. These programs often lack the same rigor and adherence to best practice standards, placing students at risk of clinical blunders and patients at risk of poor care.

Psychologists play an important role in setting high standards for care and bring increased scientific legitimacy to patients who need psychotherapy and/or psychological testing. They are particularly well suited to helping patients with serious mental health and developmental concerns. A clinical PsyD program would ideally increase each Idaho community's ability to provide competent and effective treatment.

We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,



Mike Baker, CEO
Heritage Health

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Kootenai Health, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. Every day people of all ages come to our Emergency Department at the end of their rope, desperate for mental health care. We cannot help but wonder, what would the difference of earlier intervention have had on this person's life?

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Karen Cabell, D.O.
Chief Physician Executive, Kootenai Health
kcabell@kh.org 208-625-4003

NORTHWEST SPECIALTY HOSPITAL

QUALITY CARE SINCE 2003 | PROUDLY OWNED AND OPERATED BY PHYSICIANS

February 22, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Northwest Specialty Hospital, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Rick Rasmussen

CEO, Northwest Specialty Hospital

Ph: 208-262-2310, Email: Rick.Rasmussen@nwsh.com

April 23, 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Members of the Idaho State Board of Education,

I am writing to express my support for the University of Idaho's proposal to establish a Doctor of Psychology (PsyD) program. As Department Chair and Professor of Psychological Science at Boise State University, as well as a long-time resident in Idaho, I have witnessed firsthand the growing need for qualified mental health professionals in our state.

There is a significant shortage of mental health professionals in Idaho, particularly in rural areas and a PsyD program at the University of Idaho would help to address this gap by training practitioners who are specifically prepared to work in a variety of settings, including community mental health centers, hospitals, schools, and private practice. The University of Idaho is well-positioned to develop and deliver a PsyD program in partnership with their Idaho WWAMI Medical Education Program, and their plans for doing so appear to be sound. The university's commitment to serving the communities of Northern Idaho and rural areas throughout the state creates a solid foundation for this new program. Furthermore, the new PsyD program will help to ensure a sustainable pipeline of qualified mental health professionals for Idaho in the years to come.

For these reasons, I wholeheartedly endorse the University of Idaho's proposal to establish a PsyD program. I am confident that this program will be a valuable asset to the State of Idaho.

Sincerely,

Cynthia G. Campbell, Ph.D.
Professor & Department Chair
Psychological Science
Boise State University
1910 University Drive
Boise, ID 83725-1715
Email: cynthiacampbell@boisestate.edu

Portneuf HEALTH TRUST

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Portneuf Health Trust, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program, at the University of Idaho. As an organization dedicated to enhancing and improving health in our community, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a significant shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. Portneuf Health Trust has invested millions of dollars to help build Mental Health Crisis Centers, Court diversionary therapy opportunities, and other mental health efforts. We need more Doctoral Programs in Psychology in Idaho and we have seen it first-hand.

We firmly believe that a new PsyD program at the University of Idaho, would greatly benefit the academic community, with the increasing demand for mental health professionals. This program would help address the growing need for well-trained psychologists, create a positive impact on future generations of mental health professionals, and improve behavioral health care access in Idaho.

Sincerely,

Shaun Menchaca
President/CEO
Portneuf Health Trust, Inc.

IDAHO
Psychology
Internship
Consortium

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

As a Site Training Director and Training Committee Faculty Member for the Idaho Psychology Internship Consortium (ID-PIC), I am writing to express my enthusiastic support for the proposed Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho.

An additional PsyD program would be a huge contribution to psychology workforce development in Idaho and to increasing access to mental health services in a state that is profoundly underserved. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for mental health professionals in Idaho. The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

I look forward to the approval of your program by the Idaho State Board of Education and the successful development and implementation of this much-needed initiative at the University of Idaho. I eagerly anticipate the positive impact this program will have on the well-being of Idaho.

Sincerely,

Anne Stegenga, PsyD
ID-PIC Site Training Director
ID-PIC Training Committee Faculty Member
Anne.Stegenga@dhw.idaho.gov

623 S. University Blvd.
Nampa, ID 82686

April 18, 2024

Thomas J. Farrer, Ph.D., ABPP
D.A. Huckabay M.D. Medical Education Building
University of Idaho
875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Farrer,

As the Director of the Northwest Nazarene University PsyD Program, I am writing to express my enthusiastic support for the establishment of another PsyD program at the University of Idaho. Understanding firsthand the profound impact such programs can have on both the local and broader communities, I am keenly aware of the significant benefits that the proposed PsyD program would bring to our region.

Idaho continues to face a critical shortage of mental health professionals, particularly in rural areas. The proposed program at the University of Idaho is not just a necessity; it is a crucial step towards addressing the mental health disparities that disproportionately affect our underserved and rural populations. Training psychologists within the state who are familiar with the specific challenges our communities face will enhance the delivery of culturally competent and accessible care.

Through our program, I have witnessed the transformative effects of educating psychologists who are integrated into their local environments from the onset of their training. A similar program at the University of Idaho would extend these benefits, increasing the availability of mental health resources and reducing the barriers that many Idahoans face in accessing necessary care.

Moreover, the establishment of another PsyD program within Idaho would foster a stronger network of professional collaboration and academic exchange, enhancing the quality and scope of mental health services across the state. It would also serve as a catalyst for more research opportunities and shared resources, benefiting the entire academic community and the public.

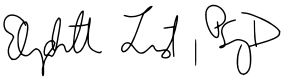
I am confident that the University of Idaho's program will become an essential part of our state’s educational and healthcare landscape. I fully support this initiative and look forward to potential collaborations that will surely enrich both our programs and the mental health services provided to our communities.

I trust that the Idaho State Board of Education will recognize the numerous benefits that an additional Psy.D. program would bring to our community and will move forward with its approval.

Thank you for considering this endorsement. I am hopeful for the future of mental health services in Idaho and look forward to the positive impact that the University of Idaho's Psy.D. program will undoubtedly have.

Please feel free to reach out if you wish to discuss this further or if I can assist in any way as you move forward with this proposal.

Sincerely,



Elizabeth List, PsyD
Director, PsyD in Clinical Psychology
Chair of Psychology
Northwest Nazarene University
elist@nnu.edu
(208) 463-8253

BEACON CLINIC

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

RE: Letter of Support for Doctor of Psychology (PsyD) Program at University of Idaho

Dear Dr. Farrer,

On behalf of Beacon Clinic, I am writing to express my support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As a healthcare organization in the Inland Northwest, we very much recognize the critical need for increased access to mental health services as well as other key medical specialties in our community.

There is a critical shortage of mental health providers in Idaho, and the mental health epidemic is only exacerbated by this lack of access to resources. The alarming rates of suicide and accidental deaths associated with substance use disorder further emphasize the urgent demand for additional mental health professionals and training programs. This has far-reaching impacts on our population both economically and socially.

In light of the foregoing, please accept our support for the creation of a new PsyD program at the University of Idaho and we urge the Idaho State Board of Education to approve the program.

Sincerely,

Helo Hancock
CEO

www.YourBeaconClinic.com | 208-755-2804 | 3815 N. Schreiber Way, Suite 101, Coeur d'Alene, ID 83815

Children's Village is a trauma responsive safe haven, restoring trust and hope for children and families who experience abuse, neglect, or are in crisis.

Children'sVillage

February 21, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Children's Village, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

As a full time, residential treatment facility for children under the age of 18, we specialize in therapeutic programming to assist youth through their acute mental health crisis due to experienced traumas. ***With the shortage of psychological care in North Idaho, we have had to send children out of state for long periods to access services*** to help them safely work through their extensive trauma history**.** Removing children from their siblings and stable surroundings only further increases the trauma in their lives; the addition of this program in North Idaho could restore the pipeline of practicing professionals that can save lives.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Vanessa Moos, MPA
Chief Executive Officer
vmoos@thechildrensvillage.org

COEUR D'ALENE PUBLIC SCHOOLS
1400 N. NORTHWOOD CENTER CT.
COEUR D'ALENE, ID 83814
(208) 664-8241
CDASCHOOLS.ORG

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Coeur d'Alene School; District #271, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an educational organization for approximately 10,000 youth, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools

PSYCHOLOGY CENTER™
of
IDAHO FALLS
"Help is Here"™
Carol V. Anderson, Ph.D., ABPP-CN
101 S. Park Avenue, Suite 215 | Idaho Falls, ID 83402 | Phone: (208) 522-3402 Extension 1

February 19, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho
Moscow, ID 83844

Dear Dr. Farrer:

I am excited to hear that the proposed PsyD training program passed the faculty senate unanimously! As you know, the training opportunities for psychologists in Idaho are extremely limited. I ran into this obstacle back in 1999 when I was seeking additional training in Idaho. Unfortunately, not much has changed since then. I frequently meet students and new graduates who face similar barriers when trying to find quality training, supportive mentors, and other resources in Idaho.

Accordingly, I am pleased to write this letter of support for a new site program at the University of Idaho. It is my genuine belief that offering a site program at the University of Idaho would greatly increase access to training for Idaho residents as well as other students, particularly those participating in the WWAMI program. It would also help to increase the likelihood that competent psychologists would stay in Idaho to practice psychology after graduation. This is critically vital, particularly for our rural communities, as we continue to work with incredibly underserved populations. As the owner and Clinical Director of Psychology Center of Idaho Falls, I have been unsuccessful in recruiting psychologists to move to Idaho to work and contribute to this part of the country. My greatest success in hiring has always been when drawing from the pool of applicants who have familial and/or educational ties (i.e. through academic and social networking).

Please feel free to share my experience and support with the State Board and anyone else who may be considering this critical development for Idaho services.

Sincerely,

Carol V. Anderson

Carol V. Anderson, Ph.D., ABPP-CN
Licensed Psychologist (Idaho, Utah, Nevada & Colorado)
Board-Certified in Clinical Neuropsychology

Dakota Mauzay, Ph.D.
1205 SE Professional Mall Blvd., Suite 204
Pullman, WA 99163
drmauzay@gmail.com
Mach 11, 2024

To Whom it May Concern:

I am writing to express my enthusiastic support for the establishment of the new Psy.D. program in Moscow, Idaho through the WWAMI program in support with University of Idaho. As a clinical psychologist practicing in the local area, I am keenly aware of the pressing need for expanded mental health services in Northern Idaho and Eastern Washington. The introduction of this program presents a remarkable opportunity to address this need and contribute to the wellbeing of our community.

The scarcity of mental health resources in this local area have long been a concern for practitioners like myself. With the demand for mental health services outpacing openings with mental health providers, it is imperative that we cultivate a growing number of well-trained mental health professionals. The creation of a Psy.D. program in this area allows for not only the increased training of professionals but also will enhance access to care in the local area.

I am excited about the prospect of possibly supervising practicum students from this program in their clinical work. Guiding and mentoring aspiring psychologists is not only a privilege but also a responsibility that I wholeheartedly embrace.

I am confident that the establishment of this program will be met with resounding support from local practitioners and community members alike.

Thank you for your dedication to advancing mental health education and practice. I eagerly anticipate the positive impact that this program will have on our community.

Warm regards,
Dakota Mauzay, Ph.D.
Storm Psychological Services, PLLC

To:
Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

I am writing to express my enthusiastic support for the proposed Doctor of Psychology (PsyD) in Clinical Psychology at the University of Idaho. As one of the few licensed psychologists practicing in the community, I can attest to a community and state demand for more mental healthcare specialists. The introduction of the PsyD will help meet a critical demand in the state. I am eager to partner with the proposed program as a potential practicum site supervisor for graduate students. I have experience providing supervision to graduate students and other allied mental healthcare professionals and students under my supervision would gain valuable experience in psychological assessment procedures, differential diagnosis, evidence-based treatment, and professionalism.

Given the significant need for expanded mental healthcare services in the state, I strongly support the development of your proposed program, and I urge the Idaho State Board of Education expedite the approval process. I am committed to supporting your program, including offering training experiences for students.

I look forward to hearing of the approval of your program by the Idaho State Board of Education and your successful development and implementation of this program at the University of Idaho.

Sincerely,

Michelle Fong

Michelle Fong, PhD
Neuropsychologist
WA PY 61376036

To:
Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

My name is Luke Sharon. I am a student at Lake City High School and proud to be a born and raised Idahoan. Throughout my time in high school, I have had the opportunity to serve in various local and state leadership roles. In this capacity, I have had the privilege of working with Kootenai Health, the National Association of Mental Illness, Panhandle Health District, the Michael Phelps Foundation, Heritage Health, and many other Idaho and national mental health organizations.

During one of my advocacy trips to Boise, I had the privilege of sitting down with Governor Brad Little. I opened up to him about my sister, her mental health struggles, and the challenges we went through to get adequate mental health services. Although he acknowledged that Idaho does struggle with a shortage of mental health providers, he assured me that he was doing the most he could. It became clear to me a while back, but was solidified after that conversation, that we cannot rely solely on even the well-meaning efforts of politicians to take action on an epidemic that is primarily affecting our youth. Since my sophomore year, my goal has been to expand student mental health resources in my community. Although we have succeeded in increasing resources, we are still struggling with connecting students to professionals, largely due to the lack of appropriate care for over half of these mental health conditions.

I have seen students, my friends, and my own twin sister struggle to access mental health services. This struggle, coupled with the dire statistics that plague our state regarding behavioral healthcare in Idaho and the lack of mental health resources and providers, emphasizes the urgency to address this issue. I support the creation of a new PsyD program at the University of Idaho and further urge the Idaho State Board of Education to approve the program.

Thank you for your time,
Luke Sharon

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Kootenai Health, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

Idaho would benefit from having a regional University provide a PsyD program. This would create an opportunity to have highly skilled clinicians as a pipeline resource to our community. Poor mental health is a significant health issue and in the state of Idaho, suicide ranks 5th in the nation. We need to educate more clinicians in the region that can help in addressing this acute need in our community.

Without a steady pipeline of educated clinicians we cannot address this public health crisis. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Sandy Mueller, LCSW
Director of Behavioral Health, Kootenai Health
sandra.mueller@kh.org 208 625-4801

North Idaho College
1000 West Garden Avenue, Coeur d'Alene, Idaho 83814
www.nic.edu

18 March 2024

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83702

Dear Idaho State Board of Education,

I am writing to express my wholehearted support for the University of Idaho and their proposed health professions programs. As President of North Idaho College, I am acutely aware of the healthcare challenges facing our state, particularly in northern Idaho, where shortages of healthcare providers have reached unprecedented levels.

The statistics paint a stark picture: with 98% of the state designated as health professional shortage areas, our citizens are left grappling with limited access to essential healthcare services. This not only impacts our economy but, more importantly, jeopardizes the well-being of our community members.

The University of Idaho's proposal to introduce a doctorate in clinical psychology (PsyD), a Physician Assistant program, and a direct entry Master of Science in Nursing are much-needed steps towards addressing these critical shortages. These programs are tailored to meet the specific needs of our region, where the shortage of healthcare professionals is most acute.

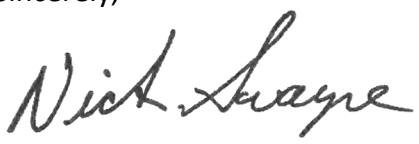
It's important to emphasize that these proposed programs are not intended to compete with existing offerings at other universities, but rather to complement and enhance the range of healthcare education available within the state. There is a clear and demonstrated need for these programs, with a level of interest that is currently underserved.

As we look towards the future, it is imperative that we invest in the growth of all health professional programs to ensure the vitality of our healthcare workforce. The University of Idaho, as our state's top research institution, is well-positioned to play a leading role in this endeavor.

I am enthusiastic about the prospect of collaboration between the University of Idaho's new health programs and our own North Idaho College health professions programs to expand collaborative initiatives. Together, we can work towards meeting the healthcare needs of northern Idaho and the state as a whole.

Thank you for your attention to this matter. I stand ready to offer any assistance or support necessary to bring these vital programs to fruition.

Sincerely,



Nick Swayne, PhD
President, North Idaho College

To:
Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of Kootenai Health we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

In my experience as a psychiatrist who has treated children and adolescents in the state of Idaho for almost nine years, children and their caregivers struggle to find providers in the community who can provide accurate mental health diagnoses and recommendations for - and then provide - evidence based treatments (EBT). We know that EBTs such as cognitive behavior therapy, parent child interactive therapy, dialectical behavior therapy, and parent training can lead to significant improvement in problems such as pediatric depression, anxiety, suicidal and self injurious behaviors, and disruptive behaviors. Clinical psychologists are highly trained to do just that – diagnose and provide effective therapeutic interventions. They can also serve as sources of consultation in the community to primary care and other mental health providers who are working with patients of levels of complexity beyond what they may have been prepared to manage in their own training.

My hope is that having a PsyD program at the University of Idaho would encourage more undergraduates to pursue doctoral level training in clinical psychology. Additionally, students who already know that they want to follow that path will not have to go somewhere else to study – potentially out of state where they may then decide to stay after graduation. And perhaps out-of-state students will seek out the U of I program, and then decide to make Idaho their home.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Lauren Boydston, MD
Child and Adolescent Psychiatrist and Medical Director for Youth Psychiatry
lboydston@kh.org 208-625-4800

Idaho Hospital Association

February 12, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

The Idaho Hospital Association is pleased to lend our full support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Brian Whitlock
President and CEO

P.O. Box 1278, Boise, ID 83701 – Phone: 208.338.5100 – Fax: 208.338.7800 – www.teamiha.org

Dr. Jane Jenkins
Root to Rise Psychological Services, PLLC
330 N. Grand Avenue, Suite C, Pullman, WA 99163
(754) 227-9480 drjane@rtrpsych.com
WA Lic #PY61144443 ID Lic #PSY203803

March 10, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

I am writing to express my support for the proposed Doctor of Psychology (PsyD) in Clinical Psychology at the University of Idaho. There is a critical shortage of mental health providers in Idaho, leading to lack of appropriate care and limited access to care for over half of individuals with mental health conditions. As a provider in the area, I have experienced this first hand as prospective patients must sometimes wait for months to receive services from mine and neighboring mental health organizations. I cannot emphasize enough the urgent demand for mental health professionals in Idaho to fill the mental health needs of its citizens.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, is a call to action to address this issue. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

My organization stands ready to support your program in any way we can, including providing valuable experiences for students. I look forward to the approval of your program by the Idaho State Board of Education and the successful development and implementation of this much-needed initiative at the University of Idaho.

Sincerely,

M. Jane Jenkins, PhD

M. Jane Jenkins, PhD
Practice Owner – Root to Rise Psychological Services

St Luke's®

February 23, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

On behalf of St Luke's Health System, we are writing to express our support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program at the University of Idaho. As an organization dedicated to advancing mental healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state.

There is a critical shortage of mental health providers in Idaho, leading to a lack of appropriate care for over half of those with mental health conditions. The alarming rates of suicide and accidental deaths associated with substance abuse further emphasize the urgent demand for additional mental health professionals and training programs. The economic impact of the shortage on residents further underscores the importance of improving access to mental health care in Idaho.

The dire statistics on the current state of behavioral healthcare in Idaho, coupled with the lack of mental health resources and providers, emphasize the urgency to address this issue. We support the creation of a new PsyD program at the University of Idaho and we urge the Idaho SBOE to approve the program.

Sincerely,

Michael Walton MD

System Medical Director, Behavioral Health Service Line

Tel. 208-381-6523

waltonmi@slhs.org

Optum Idaho

322 E. Front Street
Suite 400
Boise, ID 83702

P 1-208-914-2250

optumidaho.com

February 28, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Re: Support Letter for Doctor of PsyD in Clinical Psychology Program

Dear Dr. Farrer,

I am pleased to write a letter of support for the proposed development of the Doctor of Psychology (PsyD) in Clinical Psychology program for the University of Idaho.

As an Idaho state-wide organization focused on advancing and addressing behavioral health care needs, we are acutely aware of the critical need for increased access to specialized professionals across all of Idaho's communities and most importantly in our rural areas.

With more and more demands on behavioral health providers as well as primary health providers attempting to address behavioral health needs of their patients, access to behavioral health services is at a critical stage.

As a nation, we have discussed at length the lack of psychiatrists in the U.S. for years with the shortage in Idaho at the lowest concentration with 4.5 per 100,000. Additionally, behavioral health issues among teens is at an all-time high with Idaho's suicide rate among youth increasing. And accidental deaths associated with substance use among youth and adults further emphasizes the urgent demand for additional mental health professionals and training programs.

The lack of mental health resources and providers coupled with the increasing economic stressors to continue to reside in Idaho for many residents, emphasizes the urgency to address the issue now and bring more behavioral health support to Idahoans with the creation of a new PsyD program at the University of Idaho.

Sincerely,

Georganne Benjamin
Executive Director, Optum Idaho

Gritman CLINIC SERVICES
Gritman Medical Center
700 S Main St
Moscow ID 83843
208-882-4511

February 27, 2024

Thomas J. Farrer, PhD, ABPP
Associate Program Director
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Farrer,

We are writing to express our strong support for the Doctor of Psychology (PsyD) in Clinical Psychology you propose developing at the University of Idaho. As a licensed psychologist practicing in the community for four years, a licensed counselor, and practicing school psychologist for twenty years, I can attest to a community and state demand for more mental healthcare specialists. The proposed PsyD will help meet a critical demand in the state. I am eager to partner with the proposed program as a potential practicum site supervisor for graduate students. I have extensive experience providing supervision to graduate students and other allied mental healthcare professionals, and students under my supervision would gain valuable experience in psychological assessment procedures, differential diagnosis, evidence-based treatment, and professionalism.

With the need apparent, we strongly support the development of your proposed program, and we urge the Idaho State Board of Education to approve it post haste. We stand ready to support your program in any way we can, including providing experiences for students.

We look forward to hearing of the Idaho State Board of Education's approval of your program and your successful development and implementation of this program at the University of Idaho.

Sincerely,

Gwen E. Mitchell, Ph.D.
Licensed Psychologist
Behavioral Health Unit

Nikki J. Stypa, Psy.D., PLLC

203 East 3rd St., Moscow, ID 83843

March 12, 2024

Thomas J. Farrer, Ph.D., ABPP
D.A. Huckabay M.D. Medical Education Building
University of Idaho
875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dr. Farrer,

Thank you for taking the time to talk with me about the proposal to develop a Doctor of Psychology (Psy.D.) program at the University of Idaho. I want to commend your efforts and express enthusiastic support for this proposal.

I believe I am well qualified to speak to the positive impact of this program in our local community as a Moscow, ID resident and a local psychologist. I've often heard our region referred to as a "service desert" regarding its limited mental health resources. I think this assertion is well supported by the federal government's designation of Idaho as a "Health Professional Shortage Area." Resources are especially limited for marginalized populations and our uninsured/underinsured residents. Residents with limited resources are often unable to access local care or face lengthy (sometimes 1-2 years) waiting lists. The Idaho Department of Health and Welfare notes that many Idaho residents tend to be "older, experience high rates of poverty and lower per capita income, and have higher uninsured rates." Through my review of resources, while establishing the Testing Collaborative, I became keenly aware that there are no Idaho-Based psychologists in Moscow, ID who accept Medicaid for mental health treatment and one who accepts this insurance (on a conditional basis) for psychodiagnostic testing. If you expand your search to a 60-mile radius, you'll find one additional resource who also provides conditional services. It's clear that many of our vulnerable residents are left without support.

As a graduate of a Practitioner-Scholar Psy.D. program, I've directly witnessed the positive impact of such programs on their local community by providing training and capacity building opportunities. A local doctoral program would have a profound impact on our community by:

1) **Increasing Rural Accessibility of Mental Health Resources:** Accessibility of specialty mental health by in rural areas is a growing State and National challenge. By training psychologists locally, we can increase the availability of mental health professionals in our community, reducing barriers to access for regional residents in need of care.
2) **Addressing Mental Health Disparities:** Idaho faces significant mental health disparities, with rural areas often experiencing higher rates of mental health issues. Idaho uniquely experiences a higher suicide mortality rate (per CDC) and Mental Health America (2022) ranked Idaho 39th for adults and 50th for youth in reference to prevalence of mental illness and lower rates of access to care. The need for more resources is well supported. I am confident that a local doctoral program can help train psychologists who understand the unique challenges of rural mental health and can provide culturally competent care that will aid in addressing these disparities.
3) **Supporting Underserved Populations:** Rural communities, including those in Idaho, often have underserved populations such as veterans, Native American communities, and agricultural workers. A local doctoral program can train psychologists to specialize in serving these populations, improving access to care and addressing specific mental health needs.

4) **Building a Strong Community Network:** The program can facilitate collaboration between the university, local healthcare providers, schools, and community organizations, creating a stronger network of support for mental health services in the region. As a local provider who has contracted with multiple local and regional agencies (e.g., court system, local hospital, community mental health agencies, schools, detention facilities, psychiatric inpatient facility), I'm well aware that these local agencies struggle to access mental health treatment, psychodiagnostic resources, or other specialty services (e.g., forensic/psycholegal, neuropsychological, child and family, and primary care psychology).

In addition to the benefits a local Psy.D. program would bring to our community; I am also confident that our community has much to offer prospective students. An important aspect of my career has been training and supervision. I have served as the Director of Testing at Washington State University's Cougar Health Services where I've provided training and supervision related to psychodiagnostic assessment, counseling, and integrated behavioral health for the past 11 years. In addition to the thriving training program at WSU, I'm excited about the opportunity to provide supervision and training through other practicum opportunities for U of I Psy.D. students. Training in our local community will offer a strong generalist foundation with unique opportunities for specialization in psychology.

In conclusion, I believe that establishing a doctoral program in psychology at the University of Idaho would be a significant and positive development for our community. I wholeheartedly support this initiative and am eager to contribute to its success in any way I can. I trust that the Idaho State Board of Education will find multiple compelling reasons to approve this proposal. Please do not hesitate to reach out if you have any questions or need further information.

Sincerely,

Nikki J. Stypa, Psy.D.
Clinical Psychologist

Private Practice Owner/Operator:
Nikki J. Stypa, Psy.D., PLLC
The Brightside Center (www.TheBrightsideCenter.com)

Founder/Director: The Testing Collaborative
www.TheTestingCollaborative.org

Elected Board Member (Secretary): Latah Alliance on Mental Illness
www.LAMIAdvocacy.org

(p) 208-997-4325 | (f) 833-411-1240 | (e) DrNikkiStypa@gmail.com

April 15, 2024
William F. Ganz, MD, FACS
1502 West Bellerive Lane
Coeur D'Alene, ID 83814
208-755-7707

Jeff Seegmiller, Ed.D., AT
Regional Dean, Director & Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,
I am writing to express my support for the University of Idaho and the proposed health professions program, including the proposed School of Health and Medical Professions.

As a practicing neurosurgeon in Coeur D'Alene, Idaho since 2001 I have seen rapid growth of our population, but unfortunately I have not seen commensurate growth in health care professionals. The recent Covid 19 pandemic exposed the marginal health care workforce and because of over-worked health care professionals, many of our best nurses, physician assistants, respiratory therapists, OR technicians, physical and occupational therapists retired from the workforce. Even a number of physicians retired early because of the workload burnout. As you may be aware, Idaho ranks near the bottom in the ratio of physicians and nurses to patients. There is no sign of decreased population growth in Idaho and we need to be prepared to train more physicians , nurses , PAs and other health care workers to care for our growing population.

I am encouraged to learn of the direct entry Master of Science in Nursing(MSN), the Doctor of Psychology in Clinical Psychology(PsyD, the Doctor of Anatomical Sciences(DAS), the Certified Nurse Anesthetist(CRNA) DNP degree, the Masters of Science in Gerontology(MS), and the Physician Assistant(PA) training programs. In my experience, Physician Assistants are particularly in short supply and difficult to recruit from out of our state. Also, there is an acute need for Clinical Neuropsychologists; there are none practicing in North Idaho and it is a significant need.

As you are aware, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. These are daunting deficits in our ability to deliver health care to the citizens of our state.

The best way to recruit health care workers to our state is to train them in our state. There is a critical shortage in training programs in the State of Idaho. This initiative by the University of Idaho is key starting solution to address this issue which is getting worse each year. This what our educational institutions should be addressing and promptly! Have you tried getting in to see

a health care provider lately? It typically takes weeks to get into see a physician: primary care and specialists, which is not good care.

I fully support these proposed academic programs and urge the Idaho State Board of Education to act expeditiously to approve these programs. The School of Health and Medical Professions is a vital asset to our state, but needs to grow to meet the needs of our growing population.

Sincerely,

William F. Ganz, MD, FACS

William F. Ganz, MD, FACS
Kootenai Neurosurgery and Spine

Steven E. Ozeran, MD, FACS
Ozeran
Plastic & Reconstructive Surgery
Bringing beauty to life.

Jeff Seegmiller, Ed.D., AT

Regional Dean/Director, Professor

Idaho WWAMI Medical Education Program

University of Idaho

Dear Dr. Seegmiller:

I am writing to express my support for the University of Idaho and their proposed health professions programs. I understand that these include the direct entry Master of Science in Nursing, the Doctor of Psychology, in Clinical Psychology, the Doctor of Anatomical Sciences, the Certified RN Anesthetist degree (CRNA), the Master's of Science in Gerontology, and Physician's Assistant (PA) training programs. All of these programs would greatly help improve the state's healthcare infrastructure and help with medical provider shortages across the state. As a physician in Idaho for nearly 30 years, I can personally attest to decline in patients' ability to access necessary healthcare evaluations and treatments; it's quite common for patients to wait weeks, sometimes months for appointments with their doctors or healthcare providers . Emergency rooms have become overburdened as patients need somewhere to go for care and this adds further to the financial stress on our healthcare systems. Some patient delays can result in delayed diagnoses with associated increased morbidity and even death. The value in the establishment of these training programs as there is already tremendous stress on our local healthcare systems. We need more qualified healthcare providers. And as the population of the state has shown tremendous growth, further adding stress to an already strained system, educating more healthcare providers is definitely needed as this is not a short-term problem.

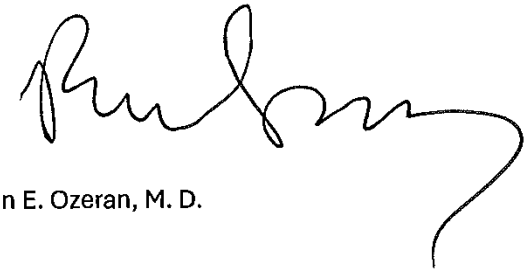
I believe that these proposed programs will not complete with existing healthcare programs at other institutions as this phenomenon is not unique to Idaho. There is currently a national shortage of healthcare providers, but more dire in Idaho and some other states; and it would behoove us to educate our own. One of the things we see with local training programs is that many of these providers continue to practice in this state which further helps Idaho meet its goal of treating its citizens. These needs are not only limited to the present, but with population growth, they are expected to worsen. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HPSA's) for medical care, and 100% are HPSA's for mental heath. With

1630 23rd Avenue, Suite 901-A | Lewiston, ID 83501 | P: 208.746.4479 | F: 208.746.4186 | www.ozeranmd.com

the continued population growth and the current shortage of training facilities, these crises will only become more dire.

I thus fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,



Steven E. Ozeran, M. D.

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

Thank you for your continued focus on the critical shortages in medical providers that Idahoans experience and for providing solutions to this challenge. I was very happy that the state legislature approved funding for the Doctorate Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate - Anatomical Science Education (DAS), Master of Science, Gerontology, Certified Registered Nurse Anesthetist (CRNA) Doctorate, and the Physician Assistant (PA)/Masters programs. This approval was imperative and reflects the core values of Idahoans to create solutions that reflect the unique needs of our state and our communities.

As an independent primary care physician practicing for over 30 years and a business owner, I have seen the need first-hand for more medical professionals and the consequences of provider shortages. Workforce shortages in the medical professions affect everyone: Patients, other employees, business owners, medical providers, and our great state. The strain on our current system not only affects individuals personally but also affects society at large by decreasing productivity, decreasing revenues, and making it more difficult for businesses to find and retain talent. Our future workforce throughout all sectors will continue to be affected if we do not respond to the current healthcare challenge.

As a physician, patient, business owner, and medical provider working in and with health organizations, I believe the University of Idaho health professions programs, including the proposed School of Health and Medical Professions are essential to the health of Idaho. Of note, these programs will not compete with existing healthcare programs at other institutions but will contribute to improving the diversity of the healthcare workforce which will be required in the future for a healthy Idaho.

I stand in full support of these academic programs and strongly encourage the State Board of Education to approve these programs as well as the School of Health and Medical Professions quickly.

Sincerely,

John J. Eck MD
208 Solutions LLC
188 W. Hulls Ridge Ct.
Boise, Idaho 83702

Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Preofessor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I retired 2 years ago after 41 years of emergency medicine practice at St. Joseph's Regional Medical Center in Lewiston, Idaho. I am writing to support the proposed School of Health and Medical Professions.

As an emergency physician, I was acutely aware of the shortage of mental health professionals, nurses and physician assistants. The need for mental health care grew exponentially during my years in practice, but when I left my hospital, our mental health services had been reduced by 75% from the level of care 15 years earlier. Due to difficulties in nurse recruitment, we had to staff positions with locum tenens who, although well qualified, had no commitment to the community and were much more expensive than hiring a local person. A training program at the University of Idaho would undoubtedly help alleviate these shortages.

I am especially excited about the prospect of the Masters of Gerontology program (and not just because I am now a senior citizen.) Gerontology was historically a neglected area of medicine and given our aging population, the need for practitioners specializing in care of the aged continues to grow.

I believe that people often choose to work close to where they have received their medical training, so a program at the University of Idaho would benefit Idaho. I urge the Idaho State Board of Education to approve these programs.

Sincerely,

Jay Hunter M.D.

PO Box 415
Hayden, ID 83835
April 8, 2024

Jeff Seegmiller, Ed.D.
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
The University of Idaho

Dear Dr. Seegmiller,

As a retired general surgeon and strong supporter of medical education, I am writing to express my support for the University of Idaho and their proposed health professions programs, including the establishment of the School of Health and Medical Professions.

I am pleased to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs. The demand for medical professionals in these fields is high. Expanded medical education in these particular areas will help Idaho address serious health provider shortages.

The University of Idaho is well-positioned to develop and implement expanded medical education programs. It is important to note that the proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed

Expanded medical education is essential for the overall future of healthcare. Developing the next generation of medical professionals will help to ensure that patients have access to high-quality care.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly with their approval for the establishment of the School of Health and Medical Professions.

Sincerely,

Thomas K. Thilo, MD
tomthilo@hotmail.com
(208) 661-1114

JACK T. RIGGS, M.D.

04-25-24

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

From: Jack T. Riggs, MD

Dear Dr. Seegmiller,

I am writing today to express my enthusiastic support for the **University of Idaho** and their newly proposed health professions programs, including the proposed **School of Health and Medical Professions (SHAMP)**.

The addition of direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master of Science in Gerontology (MS), and Physician Assistant (PA) training programs at the University of Idaho will truly benefit all the citizens of Idaho.

As you know, there is a critical need for increased access to specialized professionals in our state. Currently, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. Too many Idahoans are left with severe shortages of healthcare access.

I believe these proposed programs would improve and increase a healthcare workforce that is highly needed. A statewide shortage in healthcare workers is a combination of significant population growth combined with too few academic programs to meet the state needs. A growing and aging population will continue to strain the state's healthcare system, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Jack T. Riggs, MD
Former Lt. Governor of Idaho
Former WWAMI Student E-76
Member, WWAMI Advisory Board
jack@rephasing.com
208-818-1763

J-U-B ENGINEERS, INC.

J-U-B COMPANIES THE LANGDON GROUP GATEWAY MAPPING INC.

April 24, 2024

Dr. Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of J-U-B ENGINEERS, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a midsize employer with our entire employee base residing in the intermountain west, we recognize the critical need for increased access to specialized professionals in our community and state. In recent years there has been a decline in healthcare access or services for many populations in our region. Quality healthcare is a primary concern for our employees and a critical recruitment aspect for attracting quality talent to our organization.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

J-U-B ENGINEERS, Inc.

Brian Smith, P.E.
President/CEO

a 2760 W. Excursion Lane, STE 400, Meridian, Idaho 83642 *p* 208 376 7330 *w* www.jub.com

Coeur d'Alene Public Schools

DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

OFFICE 208.664.8241
FAX 208.664.1748
www.cdaschools.org

April 29, 2024

Jeff Seegmiller, Ed.D., LAT, ATC
Regional Dean and Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho
1875 Perimeter Drive MS 4061
Moscow, ID 83844-4061

Dear Dr. Seegmiller,

On behalf of Coeur d'Alene District 271, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

Health education plays a pivotal role in improving community well-being by promoting knowledge and healthy practices across all age groups. As an academic organization we know the importance of health education and development allowing increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Dr. Shon Hocker
Superintendent of Schools
Coeur d'Alene Public School District 271
shon.hocker@cdaschools.org
208-664-8241 ext. 10008

INVEST | INSPIRE | INNOVATE
We invest in each student to prepare, challenge and advance well-educated, resilient and future-ready citizens.

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

Dear Dr. Seegmiller,

In my capacity as the Chief Nursing Officer of Kootenai Health, I wish to express our strong support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

The introduction of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs reflects a proactive response to the escalating health care needs of our community and state.

At Kootenai Health, we recognize the critical shortage of healthcare professionals across Idaho, especially in medically underserved areas. This shortage not only challenges our ability to meet the diverse healthcare needs of our population but also underscores the importance of expanding access to specialized health care education.

These proposed programs align closely with our commitment to excellence in patient care and nursing education. By enhancing the availability of advanced nursing education opportunities, we can cultivate a highly skilled workforce capable of delivering comprehensive and compassionate care to our patients.

Moreover, we firmly believe that these programs will complement existing health care initiatives, contributing to the overall enhancement of health care services throughout Idaho. As our population continues to grow and age, the demand for qualified health care professionals will only intensify, making the approval of these programs all the more urgent.

In conclusion, I am proud to lend my full support to the University of Idaho's efforts to establish the School of Health and Medical Professions and its associated programs. I urge the Idaho State Board of Education to approve these initiatives, as they represent a significant step forward in addressing our state's healthcare challenges.

Thank you for your dedication to advancing healthcare education and improving the health and well-being of all Idahoans.

Sincerely,

Kelly Espinoza, PhD, RN

Chief Nursing Officer, Kootenai Health

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As the Executive Vice President of Kootenai Clinic, I am pleased to convey our organization's support for the University of Idaho's proposed School of Health and Medical Professions (SHMP).

We are excited about the potential of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs to address the pressing health care needs in our community and state.

At Kootenai Clinic, we are keenly aware of the challenges posed by the shortage of specialized health care professionals across Idaho. With 98% of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical care and 100% for mental health, there is an urgent need to expand access to quality health care services.

We firmly believe these proposed programs will not only alleviate the shortage of health care professionals, but also enhance the overall quality of care provided to Idaho residents. By addressing the growing demand for health care services, we can improve health outcomes and enhance the well-being of our community.

Moreover, we view these programs as complementary rather than competitive, recognizing the need for collaboration among academic institutions to meet the evolving health care needs of our state. As Idaho's population continues to grow and age, the strain on our health care infrastructure will only increase, further highlighting the importance of expanding health care services within the state.

In conclusion, I urge the Idaho State Board of Education to approve the establishment of the School of Health and Medical Professions and its associated programs. Kootenai Clinic stands ready to support these initiatives and looks forward to collaborating with the University of Idaho to advance health care education and improve access to quality care for all Idahoans.

Sincerely,

John Weinsheim

Executive Vice President of Kootenai Clinic

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

KootenaiHealth

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

As a dedicated board member of Kootenai Health, I am pleased to convey our steadfast support for the University of Idaho's proposed health professions programs, including the establishment of the School of Health and Medical Professions.

The inclusion of the direct entry Master of Science in Nursing (MSN), Doctor of Psychology in Clinical Psychology (PsyD), Doctor of Anatomical Sciences (DAS), Certified Registered Nurse Anesthetist (CRNA) DNP degree, Master's of Science in Gerontology (MS), and Physician Assistant (PA) training programs exemplifies a proactive approach to addressing the pressing health care needs of our community and state.

Kootenai Health recognizes the profound impact of health care workforce shortages on our region, with the majority of Idaho counties designated as Health Provider Shortage Areas (HSPAs) for medical and mental health care. These shortages underscore the critical need for expanded access to specialized health care professionals.

Importantly, we view these proposed programs as complementary rather than competitive, aimed at bolstering the existing health care workforce to better serve our growing population. The demographic surge of aging Idahoans further emphasizes the urgency of expanding health care services within the state.

Therefore, we wholeheartedly endorse these academic programs and urge the Idaho State Board of Education to expeditiously approve the establishment of the School of Health and Medical Professions, along with the proposed programs.

Thank you for your dedication to advancing health care education and improving access to quality care for all Idahoans.

Sincerely,

Dave Bobbitt

Secretary and Treasurer, Kootenai Health Board of Trustees

KootenaiHealth

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 tel
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express Kootenai Health's support for the proposed School of Health and Medical Professions (SHAMP) at the University of Idaho. As the CEO of Kootenai Health, the regional referral center for the ten northern counties of Idaho, I can confidently say the creation of SHAMP will greatly contribute to the advancement of health care delivery in our state.

The programs outlined in the proposal for SHAMP align closely with the evolving health care needs of Idahoans. We recognize the immense value they would bring to our health system and the patients we care for. In particular, there is a critical shortage of Advanced Practice Providers (APPs) in North Idaho, and the only programs in our region are offered through private, out-of-state universities.

Each degree, Clinical Psychology (PsyD), Direct-Entry Master of Science in Nursing (MSN), Doctorate in Anatomical Science Education (DAS), Master of Science in Gerontology, Certified Registered Nurse Anesthetist (CRNA) DNP degree, and Physician Assistant (PA) Master's programs are all critical in preparing highly skilled health care professionals to meet the complex demands of quality health care delivery.

We firmly believe the establishment of SHAMP will enhance educational opportunities for aspiring health care professionals in our community, fostering a pipeline of talent that will contribute to the improvement of health care delivery and patient outcomes. Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Kootenai Health fully supports the establishment of the School of Health and Medical Professions at the University of Idaho. We are confident that SHAMP will play a pivotal role in shaping the future of health care education and practice, and we look forward to the opportunity to collaborate closely with the university in realizing this vision.

Sincerely,

Jameson C. Smith
CEO, Kootenai Health

CdA EDC
COEUR D'ALENE AREA
ECONOMIC DEVELOPMENT CORPORATION
3731 N Ramsey Rd, Suite 110B ~ Coeur d'Alene, ID 83814 ~ 1.208.667.4753

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Wally Jacobson
Panhandle Area Council
Gynii A. Gilliam
President & CEO

April 29, 2024

To: Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc., we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to economic development and assisting businesses with workforce challenges, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages for healthcare access.

We strongly believe these proposed programs will not compete with existing healthcare programs at other institutions, but rather, would improve talent supply that is highly needed. Statewide shortages in our healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Gynii A Gilliam, President/CEO
Email: gynii@cdaedc.org; Phone: (208)667-4753

2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.4000 **tel**
kh.org

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Kootenai Health, we are writing to express our support for the University of Idaho and its proposed health professions programs, including the proposed School of Health and Medical Professions.
We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care, and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would improve a highly needed workforce. Statewide shortages in the healthcare workforce are related to drastic population growth in the state and a paucity of academic programs to meet the state's needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We fully support these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kelly McCarthy Pöl, DNP, RN, NP-D, CHSE
Manager Clinical Education and Simulation

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, ID 83814
208.625.5189
kpol@kh.org

SYRINGA
HOSPITAL & CLINICS

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Syringa Hospital & Clinics, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are excited to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As a rural hospital dedicated to advancing improving the health and well-being of our community, we recognize the critical need for increased access to specialized professionals in both our local community and in our state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

We believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather grow and develop a workforce that is greatly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Abner King, FACHE
Chief Executive Officer
aking@syringahospital.org
208-983-8525

Shoshone
MEDICAL CENTER
www.shoshonehealth.com

25 Jacobs Gulch • Kellogg, Idaho 83837 • (208) 784-1221 • Fax (208) 784-0961

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Shoshone Medical Center, I am writing to express support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Several of the planned programs would help expand access to critical healthcare and mental health services in Idaho. As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. Shoshone county is a designated Health Provider Shortage Area (HSPA) for both medical care and mental health services. Providing these educational pathways will help alleviate the critical shortage of services we currently experience. Population growth and an aging population will continue to increase demand for medical and mental health services, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

Thank you for the opportunity to express support for these academic programs; I urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Paul Lewis
CEO
plewis@shomed.org

Shoshone Medical Center does not discriminate against any person on the basis of race, color, national origin, handicap, age, sex or creed in the provision of services, benefits or employment. Programs of the United States Department of Agriculture are available to all eligible people regardless of race, sex, color, national origin, age or handicap.

BONNER GENERAL HEALTH
QUALITY COMPASSIONATE CARE

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of Bonner General Hospital, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

John Hennessy
Chief Executive Officer
Bonner General Hospital

520 N. THIRD AVENUE SANDPOINT, IDAHO 83864-1507 TEL (208) 263-1441
bonnergeneral.org

Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program, University of Idaho

April 2024

Dear Dr. Seegmiller,

I'm writing to express our strong support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

Intermax has 83 employees in North Idaho with families (older and younger) who rely upon the best professional health care we can get in our region. As the flagship institution in Idaho, the University of Idaho is a critical partner in expanding the area's professional medical education.

We are very encouraged to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

We are a company who provides rural broadband. We've been active in telehealth with our rural local communities and the need is great. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in the healthcare workforce are real and evident in our community. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services to meet this need.

We support these academic programs and urge the Idaho State Board of Education to move quickly and approve them - as well as the School of Health and Medical Professions.

Sincerely,

Michael R. Kennedy
President and CEO
mkennedy@intermaxteam.com
208-415-1772

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

On behalf of the Coeur d'Alene Casino Resort Hotel, we are writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

We are thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, we recognize the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access.

Importantly, we believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

We stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Laura Penney, CEO

lpenney@cdacasino.com

To:
Jeff Seegmiller, Ed.D., AT
Regional Dean/ Director, Professor
Idaho WWAMI Medical Education Program
University of Idaho

Dear Dr. Seegmiller,

I am writing to express our support for the University of Idaho and their proposed health professions programs, including the proposed School of Health and Medical Professions.

I am thrilled to learn of the direct entry Master of Science in Nursing (MSN), the Doctor of Psychology in Clinical Psychology (PsyD), the Doctor of Anatomical Sciences (DAS), the Certified Registered Nurse Anesthetist (CRNA) DNP degree, the Master's of Science in Gerontology (MS), and the Physician Assistant (PA) training programs.

As an organization dedicated to advancing healthcare and well-being, Kootenai Health recognizes the critical need for increased access to specialized professionals in our community and state. At present, 98% of the counties in Idaho are designated Health Provider Shortage Areas (HSPAs) for medical care and 100% of the counties are HSPAs for mental health. As such, Idahoans are left with severe shortages of healthcare access. As Regional Medical Director of Virtual Care and Transfer Center, I work to help mitigate the complications of these shortages every day.

Access to care continues to be one of, if not the greatest, determinates to health within northern Idaho. How can we care for patients, both locally and regionally, in person or virtually, without the staff to care for them? As our population continues to drastically grow, where will the providers come from? Ideally, we should focus our efforts on training people from Idaho to care for Idaho communities.

It is becoming more commonplace to obtain a nursing degree in a nontraditional fashion. Many of our nurses earned their degrees while working to support themselves and their families. At current state, there is limited options for nursing school in northern Idaho. Furthermore, we have more nursing student clinical spots at Kootenai Health than can be filled by these nursing schools. As nurses look to advance their career to becoming, Physician Assistants, Nurse Practitioners or CRNA's, they have no other option than to look at schools in Spokane or virtual options if they to continue to support themselves. This not only leads them to incurring higher level of educational debt, but also makes them more likely to leave northern Idaho to work in the state where they received their training.

I believe these proposed programs will not compete with existing healthcare programs at other institutions but would rather improve a workforce that is highly needed. Statewide shortages in a healthcare workforce are related both to drastic population growth in the state, as well as a paucity of academic programs to meet the state needs. Increases in the number of Idaho residents and a demographic surge of aging Idahoans will continue to strain the state's healthcare infrastructure, underscoring the necessity for universities to expand healthcare services within Idaho to meet this need.

I stand in full support of these academic programs and urge the Idaho State Board of Education to move quickly and approve these programs, as well as the School of Health and Medical Professions.

Sincerely,

Kanan Silvas, MD
Regional Medical Director of Virtual Care and the Transfer Center

Kootenai Health
2003 Kootenai Health Way
Coeur d'Alene, Idaho 83814

208.625.3765 phone
208.625.5732 fax

ksilvas@kh.org

External Review – Doctor of Psychology (PsyD) program, University of Idaho

Prepared by:

M. Franci Crepeau-Hobson, PhD, University of Colorado Denver
and
Renee Galliher, PhD, Utah State University

Introduction

The external review team (Dr. Franci Crepeau-Hobson, Chair; and Dr. Renee Galliher) conducted a site visit on March 25th, March 26th, and April 8th, 2024 of the proposed Doctor of Psychology (PsyD) program in Clinical Psychology ("the program") at the University of Idaho. In collaboration with University of Idaho faculty and administration, Dr. Thomas Farrer, director of the program, developed a detailed schedule in advance of the visit. Both external reviewers were provided with a comprehensive packet of materials including the full proposal and budget and participating faculty vitae.

The external reviewers (hereinafter "the team", "we", "us", "our") met with Dr. Farrer, multiple administrators at the program, college, and university levels, as well as the Director and Assistant Director of the University of Idaho Counseling & Mental Health Center (CMHC)

I. Program

I.a Program quality as determined by its curriculum, faculty, infrastructure support, funding, and external partnerships.

The proposed University of Idaho ("UI") Clinical Psychology PsyD Program will be embedded in the existing WWAMI Medical Education Program on the University of Idaho Moscow Campus.

1a1. Curriculum

The Program is built around a "Practitioner-Scholar" model that is well-articulated in the proposal. The proposed curriculum of the program aligns well with the Standards of Accreditation of the American Psychological Association (APA). Program developers recognize the importance of a successful application for APA accreditation, in terms of student outcomes and success. Thus, curriculum development decisions have been made to align with APA requirements for exposure to a wide range of sub-disciplines in psychology. The APA articulates ten categories of Discipline-Specific Knowledge (DSK) which includes exposure to psychological sub-disciplines of affect, biological bases, cognitive, developmental, and social psychology, among other domains. Accredited programs much articulate the ways that they provide students with graduate level exposure to each domain and must establish a Minimum Level of Achievement (MLA) within each DSK that every student will demonstrate prior to graduation. Discipline-specific knowledge serves as a cornerstone for the establishment of identity in and orientation to clinical psychology.

Discipline-specific knowledge also represents the requisite foundational knowledge of psychology an individual must have to attain the profession-wide competencies (PWCs).

Profession-wide competencies include certain competencies required for all students who graduate from programs accredited in health service psychology. Programs must provide opportunities for all students to achieve and demonstrate each required profession-wide competency. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence-base when training students in the following competency areas.

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills

In terms of addressing the PWCs, the proposed program will do this via coursework, practicum and externship supervision, and/or research mentorship from faculty and on-site field-based supervisors. A review of the course and applied training descriptions suggests that training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training. This is a vital component of clinical psychology doctoral programs.

In general, the program's training sequence has a traditional structure in which students matriculate full-time for four years followed by a one-year internship. Beginning with the first semester, the program's curriculum includes coursework designed to address both the required DSK and PWC elements in most semesters, with Years 3 and 4 including a focus on advanced practica, as well as completion of the doctoral dissertation. Relative to doctoral programs that do not need to adhere to APA accreditation requirements, the total course and credit load for the program is high. However, the strategy of developing courses to address each DSK is typical for accredited doctoral programs and allows programs to clearly demonstrate students' acquisition of the MLA for each domain of required coverage.

The program benefits from established relationships with a variety of clinical training sites both on campus in the CMHC and in the broader community. This will allow for great breadth and depth of pre-internship practicum training across all four years. In addition, an established relationship with the Department of Psychology & Communications ensures collaboration with affiliated faculty who possess the necessary expertise to teach the advanced courses. Finally, funding has already been obtained to hire three additional licensed or license-eligible program faculty, and targeted hiring will ensure that any current gaps in faculty expertise are addressed. Course descriptions in the curriculum comply with APA requirements, although most of the courses need to be fully developed in the coming years. The new faculty hires will have the flexibility to refine the courses to best address the training needs of students.

1.a.2. Faculty

For the purposes of APA accreditation, program faculty are placed into three categories: core faculty devote 50% or more of their professional time to the program and are centrally involved in program development and decision making, affiliated faculty do not meet criteria for core faculty but make a substantial and consistent contribution to student training (e.g., teaching core required courses, supervising dissertations), and other faculty contributors provide less consistent or less central support for the program (e.g., supervising some clinical practica or teaching program electives). The program must demonstrate that the faculty is sufficiently large to meet the research supervision, teaching, and other mentorship needs of the students.

The faculty for the program appears to be more than adequate. The program will be led by program director, Dr. Thomas Farrer, Assistant Professor; WWAMI Associate Program Director. Dr. Farrer is well-qualified for his role, as indicated by his CV. He holds the rank of assistant professor, a Master of Health Sciences in Clinical Research from Duke University School of Medicine, and a PhD from the APA-accredited clinical program at Brigham Young University. He completed an accredited internship and holds the ABPP certificate in neuropsychology. Dr. Farrer is a licensed psychologist in Idaho and Washington.

In addition to Dr. Farrer, three additional fulltime faculty lines have been established for the program. These lines will be filled with licensed or license-eligible psychologists who will be part of the core PsyD faculty. Thus, at least four full time faculty members will devote all or most of their professional time to the program. While not fully determined, it is likely that additional faculty from the UI Counseling Center and upcoming hires within the Department of Psychology & Communications will devote portions of their professional time to the program and may be eligible for core faculty status. Certainly, faculty from the Psychology & Communications Department and UI Counseling Center will also teach courses and supervise students as associated and affiliate faculty. Further, the research units within WWAMI offer abundant opportunities for students to engage in meaningful research in collaborative and productive research teams. Four core faculty, along with a strong and committed array of associated and other affiliated faculty, is typical for a Clinical Psychology PsyD program and appears to be large enough to advise and supervise students' research and practice, as well as conduct research and/or engage in scholarly activity, attend to administrative duties, serve on institutional or program committees, etc. Faculty appear sufficient to support student engagement and success within the program, from admissions, to matriculation, to timely completion of program requirements and graduation.

I.a.3. Infrastructure support:

There appears to be ample infrastructure support. As noted above, the PsyD program will be embedded with the WWAMI Medical Education Program at University of Idaho Moscow Campus. Facilities are adequate with two buildings that include three active learning classrooms, nine standardized, state of the art patient rooms, research offices and labs, and a variety of student common study areas. While the current facilities are impressive and sufficient, a significant expansion of the primary facility has already been approved and funded, and an additional clinical services building is in the planning stage. Once the new construction is complete, the facilities available for the program will be truly outstanding. In addition, line-item funding has already been approved to purchase video recording equipment (necessary for

supervision to meet APA accreditation standards) and training materials that are critical to the applied training sequence (e.g., psychological tests and assessment protocols).

The UI Counseling and Mental Health Center (CMHC) has a conference room, a group therapy room, and faculty offices that will be used for practicum. There are computer labs on campus and the PsyD students will have access to statistics software, and test scoring platforms. There are many spaces for students to gather to socialize or study, all equipped with state-of-the-art technology.

The physical facilities appear to be comparable in adequacy to other Clinical Psychology doctoral programs. The students in the new program will have access to the UI library where they will have access to needed search databases, journals, and scholarly works related to psychology and healthcare.

1.a.4 Funding:

The program is represented in the institution's operating budget and plans in a manner that will support the training mission of the program. Funding and resources appear to be stable and will enable the program to achieve its aims. As noted, the WWAMI Program's 2025 budget request to the State of Idaho included three additional FTEs, who will join Dr. Farrer as core PsyD faculty. The Governor of Idaho signed the line-item request for this funding, which will take effect in the 2025 fiscal year. Further, in addition to the WWAMI space, Psychology & Communications Department spaces, and other existing resources, the funding appropriation approved by the governor included a budget for additional equipment that will be needed for successful program implementation and maintenance. This includes financial support for professional liability insurance for students practicing psychology, psychological test instruments and protocols, and video equipment for clinical supervision.

The proposed budget and approved funding are adequate, especially because of the existing facilities and resources will help support students' learning and clinical training needs. Administrators are clearly supportive of the program and foresee stability in the program and its resources over time. Annual enrollment targets for the program are appropriate and align well with other PsyD programs in Clinical Psychology and will help sustain the program in terms of tuition revenue.

1.a.5 External Partnerships

In addition to the in-house practicum in the WWAMI medical education building and in the CMHC, the program leadership has identified multiple local partners for externship placements and they are in the process of securing additional locations. The practicum sites identified to date include a range of practices and agencies suitable for clinical training in assessment, consultation, and therapy with a variety of patient populations. Partnerships with such external partners are critical to the success of any doctoral program in clinical psychology. Additionally, partnering with these sites will allow the program to quickly begin to address the mental health needs of the community via the PsyD students contributing to the service delivery as part of their clinical field experiences.

Dr. Farrer has networked diligently with stakeholders across the state of Idaho, procuring letters of support from 26 potential partners. Stakeholders include representatives from regional school districts, local mental health care providers who will enthusiastically agree to supervise the clinical training of students, CEOs and other administrators who can speak to the dire need in the state of Idaho for mental health care providers, and educators currently training doctoral level psychologists in other settings. Collectively, the letters of support clearly articulate the need for the new program and the breadth and depth of community engagement in the training mission.

1.b The program objectives and requirements; the mechanisms for program administration and assessment.

1.b.1 The program objectives and requirements;

The PsyD program in Clinical Psychology will offer comprehensive instruction in assessment and diagnosis, evidence-based intervention and therapy techniques, professionalism, and ethics, with a practitioner-scholar framework. The program will offer a lifespan and generalist series of courses and mentored clinical experiences, so that students will be well-prepared to obtain licensure and independently practice clinical psychology. The overall objectives and requirements of the program align with the following expectations from the American Psychological Association Standards of Accreditation.

1. Integration of empirical evidence and practice: Practice is evidence-based, and evidence is practice informed.
2. Training is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training.
3. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

As previously noted, the program is designed to provide training to students that adheres to the American Psychological Association's ten discipline-specific knowledge (DSK) and nine psychology profession-wide competencies (PWC). Expected learning outcomes are consistent with those of established, APA accredited doctoral programs in Clinical Psychology.

In addition to traditional didactic coursework, students will complete a series of clinical field experiences (practica and externship), as well as a year-long internship (students apply for competitive internships through a separate application process once they have completed their on-campus requirements). Students will also complete a doctoral dissertation. Additionally, as is standard in clinical psychology programs (PhD or PsyD), students will be required to complete two comprehensive examinations, as well as a dissertation defense. Regular evaluation through didactic course outcomes, practicum/externship evaluations, annual reviews, and assessment of milestone projects and tasks (e.g., comprehensive exams, dissertation defense), ensures that all students will achieve competence across all DSKs and PWCs by the time they complete the program. In addition, rigorous instruction/supervision and evaluation in all core domains of training will ensure that students are strong applicants for pre-doctoral internships upon completion of their on-campus training.

1.b.2 The mechanisms for program administration and assessment.

The program leader(s) together with program core faculty have primary responsibility for the

design, implementation, and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations, and arrangement of practicum experiences) and for its educational offerings (e.g., coursework, practicum experiences, and research training). These individuals will oversee and coordinate ongoing self-evaluation in order to monitor the program's performance and identify potential areas for improvement. The program has mechanisms for engaging in regular, ongoing self-assessment that involve program stakeholders (faculty, students, graduates, supervisors, etc.). These include holding regular faculty meetings to discuss assessment results/data (from both current students and alumni), with a focus on identifying areas of improvement and refining teaching methods and curriculum; regular curriculum review to inform curriculum revisions, ensuring alignment with current healthcare trends and best practices; and faculty development. Faculty will receive training and support to enhance assessment techniques and teaching strategies, addressing areas where student performance needs improvement. Drs. Farrer and Mushlitz have already completed several training sessions with the American Psychological Association focused on understanding the Standards of Accreditation and curriculum planning to align with accreditation requirements.

The program also has strategies for evaluating its effectiveness in training students who, by the time of graduation, demonstrate the competencies required by the profession and the program, and who after graduation are able to engage in professional activities consistent with health service psychology and with the program's aims. Strategies for assessing student knowledge and competencies will include formative and summative assessments, as well as assessment of clinical skills, and case studies and other projects. These assessments are commensurate with those in other Clinical Psychology PsyD programs. In accordance with APA accreditation guidelines, assessment (at least annually) will specifically address student progress and competence in the discipline specific knowledge and program wide competencies. Once the program has been established long enough to have graduates out in the work force, APA-required alumni surveys will assess students' perceptions of the program's effectiveness in teaching the required knowledge and competencies, as well as important outcomes such as licensure and employment.

1.c The program's alignment with the institution's mission.

The PsyD program is positioned well to be an integral part of the mission of the department, college, and institution in which it resides. The Idaho WWAMI has five primary goals for the State of Idaho: 1) Provide publicly supported medical education; 2) Increase the number of primary care physicians; 3) Provide community-based medical education; 4) Expand graduate medical education (residency training) and continuing medical education; and 5) Provide all of this in a cost-effective manner. Given the aims of the PsyD program, it is in alignment with the mission of the WWAMI Program and fits well with the intent to improve access to mental health care in Idaho through exceptional and cost-effective education.

According to the UI website**,** the mission of the university is to shape the future through innovative thinking, community engagement and transformative education**.** Interviews with faculty and administration at all levels, as well as review of materials, indicated that the program is a strong fit to the mission of larger units. Administrators all indicated that the local community's and the state's need for clinical psychologists is a strong rationale for the clinical psychology PsyD program. Further, the review team was met with genuine enthusiasm and

excitement about supporting or collaborating with the program, with all administrators expressing respect for program developers and commitment to continued support as the program launches and grows.

1.d. The depth and breadth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and access to support resources within and external to the institution.

The cadre of interdepartmental faculty from WWAMI, CMHC, and the Psychology & Communications Department will include an impressive depth of experience and expertise, with approximately 15-20 faculty members expected to directly contribute to the PsyD Program. Regarding course offerings, the intended courses appear to cover all of the required content within the APA standards of accreditation. Core required courses in statistics and research methods, cognitive psychology, developmental psychology and other sub-disciplines are already offered at the graduate level by the Psychology & Communications Department, and the department chair assured the site review team that they have capacity to easily absorb the cohorts of PsyD students. Required courses in assessment, psychotherapy, and diversity issues will be taught by the four core faculty members (Dr. Farrer plus the three new hires).

Recruitment and hiring of the three new positions will be strategic in order to ensure that the core faculty possesses the necessary expertise to provide the clinically focused instruction. Core faculty and associated faculty in the Psychology & Communications Department and WWAMI also possess the expertise and experience to supervise the research activities of program students. Existing faculty in WWAMI and the Psychology and Communications Department have been supervising the research activities of medical students and graduate students in the existing experimental PhD program. The three new hires for the PsyD program will be hired on research role statements, and supervision of student projects will be a core component of their professional expectations. Finally, all affiliated faculty in the CMHC, as well as collaborators from the community who will support externship placements are licensed psychologists who will be able to support clinical supervision needs of the program. In sum, the expertise of existing and incoming faculty appears to be more than adequate to provide the instruction, supervision, and training that will be required to ensure students' progress through the program to completion.

1.e. The relationship of this program to undergraduate and other graduate programs at the institution and other institutions in the state, if appropriate. Consider collaborative arrangements, partnerships, interdisciplinary programs, service functions, joint research projects, support programs, etc.

The University of Idaho currently has a strong undergraduate psychology program with more than 500 students, the school's largest major. This program has the potential to serve as a natural pipeline for students to enter the PsyD Program. Additionally, a Master of Science in Psychology and a doctorate in Experimental Psychology, both with an emphasis in human factors, are offered at UI. The Psychology Department is well-respected and has exceptional faculty. As previously noted, a number of courses will be cross listed with psychology courses and some of the courses PsyD students take will be taught by Psychology faculty. This will provide exposure to a range of expertise and orientations. In addition, the Psychology & Communications Department has indicated high likelihood of being able to offer undergraduate teaching or teaching assistantship

opportunities to students in the PsyD program, furthering their integration with psychology faculty and students and providing additional professional development opportunities.

Additionally, current faculty and administration in WAMMI and the Psychology and Communications department have research labs in which PsyD students can participate. The Idaho WWAMI Medical Education Program is home to several large research centers focused on building biomedical research opportunities and enhancing rural health care in the state of Idaho. The North Idaho Area Health Education Center (AHEC) facilitates interdisciplinary education and research opportunities in rural health care. The Idaho Office of Underserved and Rural Medical Research (IOURMR) is also housed in WWAMI and integrates medical education, research, and service missions in rural and underserved Idaho communities. Other university-level research support resource include the Idaho IDeA Network of Biomedical Research Excellence, The Institute for Modeling Collaboration and Innovation, and The Institute for Interdisciplinary Data Sciences. The existing research collaborations are well-funded and orient toward collaborative and interdisciplinary teams that will welcome and appreciate the expertise that PsyD students will offer.

Finally, the PsyD program will be housed in the College of Graduate Studies (COGS). COGS offers a diverse range of resources and supports to UI graduate students. These include events, workshops, and classes intended to provide opportunities to promote the academic and professional success of graduate students, as well as informal social gatherings such as coffee hours.

1.f. The justification in terms of state needs, demand, access, and cost-effectiveness (if this program represents a duplication in the state). If there is duplication, provide evidence why duplication is necessary.

There is an existing APA accredited PhD program in clinical psychology at Idaho State University, in Pocatello, Idaho. This is a 9.5 hour drive from Moscow. As with other accredited doctoral programs in Clinical Psychology, the PhD program at ISU is highly competitive and relatively few of the many applicants to the program are admitted. As such, demand for an additional Clinical Psychology Doctoral program within a public institution is readily apparent. The proposed PsyD program overlaps in mission with the existing PhD program at Idaho State University, but definitely fills a unique niche and need. While students in the existing PhD program will be license-eligible and prepared for clinical practice upon completion of their degree, the PhD is primarily a research degree, and the program capacity is limited by the research mentorship demands on the faculty. The combination of applied and research focus in the PsyD program, along with the program commitment to recruit and train students who will become health service psychologists in the state of Idaho, ensures that the program will help alleviate the dire mental health care shortage in the state.

Northwest Nazarene University (NNU) in Nampa Idaho recently created a PsyD program and is pursuing APA accreditation. The NNU program is within a private university and is much smaller than the proposed UI program. Enrollment data from the NNU program is not yet available. Regardless, there is clearly a dearth of practitioner-focused training in Clinical Psychology in the state.

The need for additional mental health service providers, such as clinical psychologists, in the state of Idaho was well documented in the application materials prepared by the program developers. Publicly available data from both Mental Health America and the Idaho Behavioral Health Alliance provides evidence that there is a critical shortage of mental health providers in Idaho and there are not enough providers to meet the needs of Idaho citizens with mental health conditions. Idaho's mental health care needs are dire, compared to other states. The Idaho Department of Health & Welfare designates 100% of Idaho counties as mental health shortage areas. Idaho ranks near the bottom of the 50 states (plus Washington D.C.) on all mental health care metrics (e.g., adult care, youth care, prevalence of mental illness). More than half of adults in the state receive no treatment for mental illness and almost half of Idaho's youth with a major depressive episode do not receive mental health services. Additionally, Idaho has the second highest suicide rate in the nation, as well as a high rate of accidental deaths associated with substance use. In sum, increasing availability of highly qualified and skilled mental health care providers should be a very high priority in the state of Idaho.

1.g. Potential impact of the program on the department or academic unit and college/ university, as well as its effect on current programs.

PsyD students will share the same buildings, classrooms, laboratories, and clinical spaces as the WWAMI students. It appears that the impact will be minimal, as the PsyD students' use will not overlap with the medical student or psychology student curricula. Classes for the PsyD students will be scheduled when WWAMI is not using the facilities, and the site review team observed that the classroom and laboratory spaces are often currently not in use. Additionally, the Psychology & Communications Department space will be used during the multiple courses that will be cross-listed with the PsyD program. The addition of PsyD students in the existing Psychology & Communications Department courses will not negatively impact course delivery; instead, the applied perspective of the PsyD students will likely add breadth and will strengthen the didactic experience for the small cohorts of experimental psychology students. In sum, physical facilities, faculty time, and instructional effort will not be strained by the addition of the PsyD students, but they will likely contribute to ongoing programs of research and education in important ways.

1.h. The program's major strengths and potential challenges.

1.h.1 Strengths

1) The wealth of existing infrastructure and resources. This includes a wide range of services and resources from the School of Graduate Studies, including support for mental health, funding activities/grant writing, academic support for teaching and research endeavors, and social activities to nurture a sense of belonging. WWAMI and the University of Idaho provide really impressive physical spaces for the program, along with university-wide services (e.g., library, writing center, center for disability services).
2) Support from the university at all levels. The review team met with administrators from multiple departments and units across the university and enthusiasm for the new program was universal and included concrete commitment to provide resources and other support to launch and sustain the program.
3) Alignment with APA accreditation standards in terms of faculty, content covered, required field experiences, learning outcomes, and assessments.

4) Established partnerships with a variety of clinical training sites. An impressive array of letters of support from regional health care providers attests to the need for this program and community investment in the training mission.

1.h.2 Challenges

1) Although the program has three new faculty lines established and funded, these positions have not yet been posted and hiring cannot begin until the program is approved. This may impact the student admissions timeline and enrollment of the program's first cohort. Relatedly, since the faculty have yet to be hired, the program will not be able to recruit students who might be a good match for faculty research and clinical expertise. The standard hiring season for new faculty is during the fall and coincides with the recruitment season for graduate programs in psychology. In a "best case scenario," new faculty could be selected and hired just as students are completing applications, allowing the new faculty to take part in the admissions process before they arrive on campus. This would require that program approval proceeds without additional hurdles.
2) Additionally, without faculty with established research agendas and grants, funded graduate research assistantships will likely be limited. There is potential for funded research and teaching assistantships in established programs of research in WWAMI and the Psychology & Communications Department, but the greatest likelihood is that the majority of PsyD students, at least in the first cohorts, will have to fully fund their doctoral education. This, in combination with unaccredited status during the early years of program development, will impact recruitment efforts for the first several cohorts.
3) The initial proposed organizational structure seems a bit unclear and disjointed. Although embedded within WAMMI, the PsyD program would be part of a new "School" and included in the College of Graduate Studies (COGS). WAMMI is not within COGS. It seems that the Dean would actually be supervised by another Dean, which might create issues related to decision making and other responsibilities. In collaboration with administration, PsyD program leadership should explore other alternatives for organizational structure.

1.i. Whether there are additional program-specialized accreditation requirements and whether the program is prepared to seek and receive this specific accreditation.

Health Service Psychology programs, such as the proposed PsyD program in Clinical Psychology are expected to seek and obtain accreditation from the American Psychological Association (APA). The proposed program is specifically designed to align with the APA standards of accreditation and appears to be well poised to seek and obtain APA accreditation. The program will need to make intentional and strategic hiring decisions with the three new faculty lines and will need the autonomy to create didactic and other training opportunities that align with the APA directive to train psychologists who are competent to serve diverse populations.

2. Faculty

2.a The quality of the faculty in terms of training, experience, research, scholarly contributions, ability to generate external support, stature in the field, and qualifications to serve as graduate faculty.

Given the interdepartmental nature of this degree, the PsyD will be composed of faculty members from WWAMI, the Psychology Department, and the CMHC. Review of faculty CVs indicate that the faculty are well qualified in all areas to serve as graduate faculty. Indeed, all of the current faculty who will comprise the PsyD faculty are already serving in this role.

PsyD faculty from WWAMI faculty include Dr. Thomas Farrer, Ph.D., who is currently an assistant professor in WWAMI. Dr. Farrer will direct the program and teach courses. Review of his CV provided evidence of his qualifications for this role. Dr. Farrer has a doctorate from an APA accredited program in Clinical Psychology, as well as an MHS in Clinical Research. He is a licensed psychologist and a board certified neuropsychologist. He has been productive in terms of scholarly activity and is an experienced clinician and supervisor.

As previously noted, three additional fulltime faculty lines have been approved by the State. These faculty will be hired by 2025. Faculty with qualifications consistent with clinical psychology training will be recruited. The three new hires will join Dr. Farrer as core faculty in the PsyD program (defined by APA as faculty members who devote 50% or more of their professional time to the program). The new faculty members will have substantial portions of their roles devoted to research and supervision of PsyD student dissertations and will need to be licensed or license-eligible in the state of Idaho in order to expand clinical supervision opportunities for Program students. Targeted hiring for the three new positions will ensure that any current gaps in teaching coverage for the APA-required didactic courses in diversity, assessment, and evidence-based intervention are filled.

The four faculty from the Psychology & Communications Department identified to be PsyD faculty (Drs. Terhorst-Miller, Kenneth Lock, Derrick, and Yama) are also well qualified to support the PsyD program. Each is a licensed psychologist in Idaho, has relevant clinical and teaching experience and has a range of active research agendas. Additional faculty from the Psychology & Communications Department will contribute to the general curriculum (e.g., research and methods courses, social psychology, developmental psychology). These faculty members will meet criteria for affiliated faculty (defined by APA as faculty members who regularly support required training experiences for program students, such as required courses or required research activities).

PsyD faculty will also come from the Counseling and Mental Health Center (CMHC). All of these individuals are experienced clinicians and supervisors who can support the applied, clinical aspects of the program. CMHC faculty may be designated as core faculty, affiliated faculty, or other contributors (according to APA definition), depending on their level of involvement in required program training activities and program development/decision making.

2.b Alignment of current faculty research agendas and alignment with the proposed program.

The breadth of the faculty's research agendas is impressive – and well aligned with the aims of the proposed program. These include research in neuropsychology and the biological bases of behavior, cognitive psychology (e.g., memory), cultural diversity, affective aspects of behavior, development (e.g., attachment), and rural mental health. Several associated faculty members from the Psychology & Communications Department have impressive records of graduate student mentorship, peer reviewed publications, and successful efforts to obtain external funding to support their programs of research. With the anticipated transition of the University of Idaho to Carnegie R1 classification, the focus within WWAMI and the Psychology & Communications Department on doctoral education and research productivity will only increase, expanding opportunities for PsyD students to receive the necessary mentorship for their research training.

2.c Alignment of current sources of external funding to support faculty and subsequently doctoral student research

Review of faculty CVs indicates that most do not have current grants, though many have been successful in obtaining grants to support research in the past. Dr. Farrer does currently have a $100,000 to support his research and the three faculty who will be hired will likely be expected to pursue funding. Faculty salaries are legislatively funded, so the program is not in danger of losing core or affiliated faculty as a result of the lack of external funding. Current programs of research within WWAMI and the Psychology & Communications Department will offer PsyD students multiple opportunities for research involvement, even though those dissertation opportunities will likely not be funded at this point (although inclusion of graduate student support in future research grant proposals is a priority for the program). Of note, many PsyD programs in Clinical Psychology do not have a great deal of funding for their students given the clinical focus of such programs.

2.d The program/department in terms of size (number of faculty), qualifications for area(s) of specialization offered, and the student body served. Include analysis of program sustainability in light of such factors as upcoming retirements, etc.

The program will clearly have adequate faculty sufficiency. As noted, the interdisciplinary nature of the program is a strength and adds to the sustainability. Current faculty are in established faculty lines to which the institution appears committed to maintaining when faculty should leave. It seems likely that several faculty members in the Psychology & Communications Department and in Counseling and Mental Health Services will retire within the next five years. Administrators in both units have expressed interest in collaborating with the PsyD program to coordinate new hires that can affiliate with the program. Additionally, funding for the three additional WWAMI lines has already been approved. Because the program will hire all four core faculty members within its first year, it may be advantageous to ensure that at least one or two of the new faculty hires are more advanced scholars with established lines of research. Additionally, institutional support to successfully launch the new hires will be critical to quickly develop a robust and established core faculty.

2.e Sufficient faculty to support doctoral committee membership initially and into the future.

There are sufficient faculty to support a doctoral program, including doctoral committee work. Most of the current faculty have experience mentoring graduate students and serving on doctoral committees. Given the target enrollments of the program, the current and new faculty appear

sufficient in terms of supporting doctoral committee membership. The University of Idaho outlines the following requirements for doctoral committees.

> The doctoral committee consists of a minimum of four members. All members appointed must be U of I faculty, affiliate faculty members, or on the graduate faculty at another institution. The appointment of a committee member not meeting the aforementioned criteria can be granted on a case-by-case basis with permission of the Dean of the College of Graduate Studies. The Major Professor serves as chair of the committee and must be a graduate faculty member of the program where the student has been accepted. It is strongly encouraged that one additional member be from within the program in which the student has been accepted. It is highly recommended, but not required, that one member of the committee be from outside the program in which the student has been accepted. At least 50% of the committee members must be members of the U of I Graduate Faculty.

The four core faculty members from the program and many of the affiliated faculty members from the Psychology & Communications Department will be eligible to serve as major professors on doctoral committees. Other committee members can be graduate faculty in CMHS, WWAMI, or any other department with relevant expertise for a particular dissertation project (e.g., sociology, child development, biochemistry). There are also mechanisms in place for a committee member to be from outside of U of I, which allows students to access necessary expertise to support their projects. The Psychology & Communications Department currently requires at least one of the four dissertation committee members to be from outside of the department, a common requirement in doctoral programs and a good model for the PsyD program to follow.

2.f Faculty workload, including availability for student advising, research oversight, mentoring, and teaching effectiveness.

Teaching and advising loads of faculty appear in line with other PsyD programs. As such, faculty should be readily available for advising and mentoring. It is anticipated that core faculty will maintain 2-2 teaching loads, which is consistent with doctoral level education. Such a teaching load ensures that faculty members retain enough professional time to build robust programs of research and mentor doctoral students. Many of the required content courses (e.g., research methods and statistics, developmental psychology, cognitive psychology) are already offered in the Psychology & Communications Department, in which PsyD program students will be welcome. Core faculty in the program will be expected to develop and teach the clinical didactic courses in assessment, intervention, and diversity. New faculty hires with backgrounds in clinical or counseling psychology will definitely have the expertise to teach those required courses.

2.g The credentials, involvement of, and reliance upon support faculty from other departments within the institutions, from other institutions, and/or adjunct faculty.

Given the interdepartmental nature of the proposed program, it does not appear that reliance on other departments or institutions will be necessary. Similarly, the need for adjunct faculty would appear to be minimal. That said, adjunct status is often offered to clinical supervisors from local communities who have sustained and committed relationships with doctoral programs in clinical or counseling psychology. Affiliation with the university and the perks associated with adjunct status are a valued asset for health care providers in the community, and offering adjunct status to individuals who commit to support the program signals a level of respect and appreciation that is important for fostering long-term collaborations with the community. In addition, while not critical to program sustainability, opportunities for collaboration with researchers and health

service providers across the University of Idaho and other regional institutions will only strengthen the breadth and depth of the doctoral training in the program.

3. Need

3.a The evidence that there is significant student and societal demand for this program with respect to other institutions offering the same or similar program.

As previously noted, there is one PhD program in Clinical Psychology offered at Idaho State University. As is the case with the vast majority of doctoral programs in clinical psychology, the ISU program gets significantly more applicants than they can admit. PhD programs in clinical psychology, by design, must be relatively small in terms of cohort size. The vast majority of applicants to this doctoral program are turned away. As such, having a clinical psychology doctoral program at another state institution is clearly needed. The relatively new program at Northwest Nazarene University is housed in a private institution and data are not readily available regarding their admissions.

Anecdotally, faculty at IU noted that a large number of undergraduates have articulated interest in applying to the proposed PsyD program and there appears to be a natural pipeline from the Psychology & Communications undergraduate programs to the PsyD. This potential aligns very well with the stated mission of the PsyD program to train additional mental health care providers who will practice in Idaho upon completion of their degrees.

3.b The evidence of sufficient and relevant employment opportunities for graduates of this program.

There are clearly multiple employment opportunities for graduates of the PsyD program. Idaho is currently experiencing a significant shortage of healthcare providers – including behavioral health providers such as clinical psychologists. The imbalance between mental illness and access to care is apparent. There are opportunities in a variety of settings: hospitals, private practices, community mental health agencies, community counseling centers, etc. The Idaho Behavioral Health Alliance recently outlined the dire mental health care shortage in the state of Idaho, offering specific suggestions to "bolster the behavioral health workforce and encourage retention." Currently, a quick internet search revealed 129 clinical psychologist jobs in Idaho on Indeed, 166 clinical psychologist jobs on ZipRecruiter, and 444 clinical psychologist jobs on LinkedIn.

3.c Evidence to student, regional, and statewide needs that are recognized by the profession, business, industry and governmental agencies.

There is clear evidence of the need for additional mental health providers, including clinical psychologists in the state of Idaho and the broader region. Publicly available data indicates that only about half of Idahoans with mental health care needs are receiving services.

4. Resources

4.a The adequacy of library, computer, laboratory, and other research facilities and equipment; offices; classrooms; support services for the program; and, if relevant, the

program's utilization of resources outside the institution (e.g., field sites, laboratories, museums, libraries, and cooperative arrangements with other institutions).

The availability of all relevant resources is more than adequate. U of I has the largest library in the state and provides access to a range of databases, journals, scholarly works, and books. The two buildings in which WWMAI is housed have ample space for students, including offices and areas to gather socially or study, as well as research labs and nine standardized, state-of-the-art patient rooms. Additionally, funding to expand the Huckabay Medical Education Building has been approved, which will add to the already impressive space. The proposed timeline for the expansion of the Huckabay building would have the new space ready for the first planned incoming cohort of students.

A range of academic and other supports will be available to PsyD students. These include graduate student support from the College of Graduate Studies (COGS; e.g., professional develop opportunities, dissertation resources), an academic advising center, and a university writing center to support the development of scholarly writing skills.

The U of I Counseling and Mental Health Center (CMHC) has a conference room, a group therapy room, and faculty offices that will be used for practicum. There are computer labs on campus and the PsyD students will have access to statistics software and test scoring platforms. There are many spaces for students to gather to socialize or study.

The program has established relationships with multiple outside partners where PsyD students can complete required clinical field experiences. These include hospitals, private practices, and other agencies. Such partnerships are critical to a clinical psychology program’s success, and Dr. Farrer has been very diligent in fostering these relationships and procuring letters of support from community partners.

4.b The proposed budget and any need for new resources to operate the program effectively. Where appropriate, review resources available to support graduate students (e.g., fellowships and other scholarships, teaching and research assistantships).

As noted, the budget includes funds for new resources that will be required for program success. These include the three new faculty lines, funds for tests and scoring software, travel funds for students and faculty to attend professional conferences, and funding to support obtaining APA accreditation. There does not appear to be funding in the budget for tuition, assistantships, and scholarships. However, as noted, there will likely be teaching assistantships available in the Psychology & Communications department and new faculty will have research requirements that may bring in funds for research assistantships. Of note, many clinical externships are paid and doctoral internships provide a stipend to students so students will receive some compensation for these clinical training experiences.

4.c In terms of national standards, the institution's commitment to the program as demonstrated by the number of faculty relative to workload and student numbers, support for faculty by nonacademic personnel (e.g., support, staff, technicians), financial support for students, and funds for faculty research and professional activities (e.g., conferences, visiting lectures).

The institution's commitment to the program as indicated by faculty sufficiency and student-faculty ratio appears to be commensurate with other PsyD programs in clinical psychology. Faculty sufficiency in this regard is consistent with the standards of accreditation of the APA. Similarly, administration and financial support for related scholarly and professional activities are also in line with that seen in other PsyD programs.

4.d Institution leaders' commitment to this program in the long term.

Interviews with university leadership consistently revealed strong support and commitment to the PsyD program. It appears to be clearly aligned with the long-term vision and direction of the institution. Allocation of funding and planned hiring and infrastructure development demonstrate institutional and state-level commitment to the success and sustainability of the program.

4.e The institution's ability to sustain the program in the foreseeable future along with its current and future projected commitments.

Given allocated funding, as well as enrollment targets, the institution seems well equipped to support the program over the long term. There do not appear to be any apparent barriers to the program's sustainability.

5. Comments/Recommendations

5.a Summarize the major strengths and potential gaps/challenges in the proposed program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The program has a number of notable strengths, already articulated in this report. These include support for the program at all levels of the institution and from the state legislature; the interdisciplinary and interdepartmental nature of the program; the experience and expertise of the current faculty; the established partnerships with outside mental health agencies and clinical training sites; the mission to address the mental health needs of the community and state; a large pool of potential students at U of I and other state institutions; and the facilities and infrastructure.

In terms of challenges, although the program has three new faculty lines established and funded, these positions have not yet been posted and hiring cannot begin until the program is approved. This may impact the student admissions timeline and enrollment of the program's first cohort. Relatedly, since the faculty have yet to be hired, the program will not be able to recruit students who might be a good match for faculty research and clinical expertise. Once hired, the new faculty will be responsible for developing and teaching a large collection of required clinical training courses, while simultaneously recruiting students, launching programs of research, and participating in program development and decision-making. Institutional support for new faculty members will be critical to increase the likelihood of success and retention. Specifically, course reductions in the first years, when courses for all four years of the curriculum do not yet need to be taught, will allow faculty members to invest in other aspects of graduate training and program development during the initial phase of program implementation. Further, as noted previously, targeting at least one or two of the new hires toward more senior scholars is advised.

Additionally, without faculty with established research agendas and grants, funded graduate research assistantships will likely be limited. As noted, assistantships and scholarships are not included the program's budget. This will impact recruitment, as many doctoral programs in clinical psychology do offer tuition remission and stipends to students. Also, recruitment will be impacted by the fact that APA accreditation is a lengthy process, and the program cannot be fully accredited until students are matriculated across all years of training. However, given the dramatically low acceptance rates at accredited and funded programs (typically 5% or fewer of applicants are offered positions) and the commitment by the program to train Idahoans who want to stay in Idaho, there are reasons to be confident that a large number of qualified and invested applicants will apply.

The initial proposed organizational structure seems a bit unclear and disjointed. Although embedded within WAMMI, the PsyD program would be part of a new "School" and included in the College of Graduate Studies (COPS). WAMMI is not within COPS. It seems that the Dean would actually be supervised by another Dean which might create issues related to decision making and other responsibilities. In collaboration with administration, PsyD program leadership should explore other alternatives for organizational structure.

5.b Describe ways this program makes a unique contribution to the field.

The program is unique in many ways. First, there are relatively few Clinical PsyD programs in the region. Second, the programs affiliation with WWAMI is exceptionally unique. Being embedded within WMMAI will allow for the PsyD students to be trained with an integrated health care lens which will foster collaboration between health professionals to provide complete treatment to patients and improve overall well-being.

5.c Include any further observations important to the evaluation of this doctoral program proposal and provide any recommendations for the proposed program.

See recommendations from the review team embedded within each section of the report. These include very intentional hiring decisions for the three new lines, clarifying the roles of supporting faculty members in Psychology & Communications and CMHS, continuing to prioritize activities that will set the program up to apply for APA accreditation, and seeking funding sources for students.

Challenges noted by reviewers and response from UI PsyD development team.

Reviewer Comment 1: "…although the program has three new faculty lines established and funded, these positions have not yet been posted and hiring cannot begin until the program is approved. This may impact the student admissions timeline and enrollment of the program's first cohort. Relatedly, since the faculty have yet to be hired, the program will not be able to recruit students who might be a good match for faculty research and clinical expertise. Once hired, the new faculty will be responsible for developing and teaching a large collection of required clinical training courses, while simultaneously recruiting students, launching programs of research, and participating in program development and decision-making. Institutional support for new faculty members will be critical to increase the likelihood of success and retention."

Response: This challenge was addressed in person with the reviewers, including a discussion with Jeff Seegmiller, Thomas Farrer, and Vice Provost, Gwen Gorzelsky. We acknowledge that the timeline will be a challenge. However, we already have one psychologist in WWAMI and several in the CMHC and Psychology Department that can immediately contribute to first-year curriculum development. The Program review by SBOE will be in August 2024 and, pending approval, the NWCCU approval will be approximately a month later. However, we have state funding that would allow us to post positions as soon as the SBOE approves the PsyD program. This provides a year before the program is launched. Since the review was completed, Thomas Farrer and Ally Mushlitz have been working on the APA Self-Study, Admissions Criteria, and the PsyD program handbook. This will allow for immediate implementation pending NWCCU approval of the program.

The reviewers correctly point out the need for a reduced teaching load. Given that this is a cohort model, only the first year's curriculum must be developed quickly. The first year's curriculum will be the priority. We anticipate hiring additional faculty in the fall 2024 and spring of 2025. Given that they start fall 2025, we believe this permits enough time for creation of the first year's curriculum. Again, the reviewers point out the need for new faculty to be able to launch a program of research. This is a critical component of their position and student engagement. However, students will be less engaged in research the first year of their curriculum, allowing for additional time for faculty to engage in research development for the first two years of their employment and students will be more engaged in research their second year.

Reviewer Comment 2: "Further, as noted previously, targeting at least one or two of the new hires toward more senior scholars is advised."

Response: This is our intention as well. During the review, the reviewers were also informed that a few members of the psychology department will be nearing retirement in the next three - five years. The chair of the psychology department has committed that replacements in the psychology department will have a clinical specialty. Our position descriptions can be written in a manner that Is open rank and seeks senior scholars with a track record of extramural funding.

Reviewer Comment 3: "Additionally, without faculty with established research agendas and grants, funded graduate research assistantships will likely be limited. As noted, assistantships and scholarships are not included the program's budget. This will impact recruitment, as many doctoral programs in clinical psychology do offer tuition remission and stipends to students."

Response: this was acknowledged during the review process. This will be transparent on a program website and in the program handbook. However, we do have a commitment from the psychology department that there will be opportunities for students to teach undergraduate courses after they've matriculated into the program, beginning in their second year. This would allow students to receive funds for their teaching efforts to offset program costs. Additionally, the new school of health and medical professions is seeking to employ an additional director of development who will seek funding and scholarship sources to fund PsyD and other health care students. As faculty develop their research and seek grants, additional opportunities will be available as the program develops.

Reviewer Comment 4: "Also, recruitment will be impacted by the fact that APA accreditation is a lengthy process, and the program cannot be fully accredited until students are matriculated across all years of training."

Response: Thomas Farrer and Ally Mushlitz have already begun the process of a self-study, including completing training modules about APA accreditation and gathering materials that are required for APA review. The APA will not review a program for accreditation until two cohorts of students have matriculated into the program, one of which is engaged in practicum. As such, the reviewers are correct that APA accreditation will impact recruitment but this will be transparent on the program website and during all recruitment efforts so students and faculty can make appropriate choices about applying and interviewing for this program. We are making every effort to ensure that we can apply for accreditation in the shortest amount of time possible, which is 2 years. We feel that any delay could harm student success and recruitment. This is our most important priority that will ensure success for students graduating from our program and for recruitment.

Reviewer Comment 5: "The initial proposed organizational structure seems a bit unclear and disjointed. Although embedded within WAMMI, the PsyD program would be part of a new "School" and included in the College of Graduate Studies (COPS). WAMMI is not within COPS. It seems that the Dean would actually be supervised by another Dean which might create issues related to decision making and other responsibilities. In collaboration with administration, PsyD program leadership should explore other alternatives for organizational structure."

Response: As a response, we want to first acknowledge the error in the reviewer's comments. The reviewer indicated the College of Graduate Studies is COPS. The correct acronym is COGS. Regardless, our initial proposal to the State Board of Education was the creation of a new college, which was to be designated the College of Health and Medical Professions. However, we were asked by the state board to temporarily create a school. Administratively, this school was to be placed in the College of Graduate Studies only temporarily. Upon further discussion within the WWAMI team, our main concern with this administrative structure is that it will significantly limit accreditation processes. Accrediting bodies will examine this structure and have concerns about healthcare programs in a College of Graduate Studies. While the new School of Health and Medical Professions has been created, it is our intention to develop this into a College of Health and Medical Professions in the near future. The new PsyD program will be housed in this new college. We anticipate proposing a new college to the State Board of Education in academic year 2024-25, once internal University of Idaho approvals have been obtained.

Idaho State University

June 20, 2024

Re: Institutional Response to University of Idaho Proposal to establish a Doctorate of Clinical Psychology program

Idaho State University has worked diligently to expand its production of mental health practitioners to serve the needs of the state. ISU currently trains students in staple clinical mental health care programs such as clinical mental health counseling, marriage and family therapy, clinical rehabilitation, school counseling, clinical social work, and counselor education (PhD). ISU also boasts an internationally recognized clinical psychology (PhD) program that trains clinical and research psychologists and is ranked as a top 25 program. Our commitment to providing for the mental health care needs of Idaho has a decades long history, and we continue to monitor and adjust according to those needs.

The COVID-19 pandemic created additional mental health needs that ISU has been proactively responding to. At times, those needs may have been overstated, and in an effort to clarify, ISU offers the following data from the Idaho Department of Labor, which forecasts that the need for marriage and family therapists will continue to grow at a rate of 2.2%, clinical counselors at 0.8%, and behavioral disorder and substance abuse and mental health counselors at 1.8% per year through the remainder of the decade. It should be noted that for the past 5 years, ISU has expanded its clinically oriented Master of Social Work program from 29 graduates per year to 70, largely to provide front line clinical mental health care providers (such as LCSWs) that can work to address many of the needs in the areas listed above. Our expansion of this programming is now being furthered by the addition of a fully online MSW option that will further increase our production of clinical mental health care providers. We have also expanded our clinical services through the INCLUDE project, which has brought telecounseling services to rural areas throughout Idaho and been a significant resource to otherwise underserved areas.

At the same time, ISU has been working to create a proposal to expand its Clinical Psychology PhD program to offer the PsyD as well. ISU currently has statewide responsibility for the PhD, but policy is silent on the matter of the PsyD. Our current PhD program, as is typical, prepares students to serve either as clinicians or as psychology researchers – and ISU students serve in either such roles. However, given the regional, statewide, and even national needs for additional clinical mental health care providers, we decided it would be in the best interest of the state for ISU to leverage its longstanding history of successful clinical training to launch a PsyD program – which prepares graduates for clinical practice only. That proposal is currently in development and will be forthcoming at the Board's fall meeting.

ISU encourages the State Board of Education to recognize ISU's longstanding commitment to and expertise in producing clinical mental health care providers by supporting our plans to bring

Division of Academic Affairs
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this program forward in the coming academic year. ISU's current numbers of clinical mental health care graduates are poised to meet the statewide needs in this space, and its plans for expanding its clinical social work and clinical psychology programs (including the PsyD) will effectively provide the state with the clinicians it needs for the next decade. Nevertheless, we recognize that there are also national needs (including in neighboring states) in this clinical space that will be attended to through the launch of an additional PsyD program at the University of Idaho. Therefore, we support the University of Idaho's intentions to launch a PsyD program, while also asking that the Board recognize ISU's engagement, intentions, investments, and significant experience and expertise in this area by ultimately supporting our planned expansion as well.

TAB	DESCRIPTION	ACTION
1	IDAHO STATE UNIVERSITY – PLANNING AND DESIGN BUDGET AUTHORIZATION, LIFE SCIENCES BUILDING	Action Item

IDAHO STATE UNIVERSITY

SUBJECT

Planning and Design Budget Authorization, Life Sciences Building

REFERENCE

August 2024	Idaho State Board of Education approved the Idaho State University FY 2026 Six-Year Capital Improvement Plan

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.4

BACKGROUND/DISCUSSION

Idaho State University seeks authorization to proceed with professional planning and design services for a state-of-the-art Life Sciences facility to attract and retain top students and faculty to ISU. This facility will create essential and modern teaching and research facilities for foundational life science programs. The importance of this facility and life science programming is critical to the institution's mission as the State's lead institution in the delivery of health science programs.

The new Life Sciences Building will include classrooms and research/teaching labs in support of programs including Anatomy & Physiology, Biology, Organismal Biology, Microbiology, Biochemistry, Molecular Biology, Greenhouses, Office for Research Animal Care, along with faculty office, administrative and student spaces.

A university-led pre-design committee previously identified a strategic location and conceptual design for this facility. The site and concept are also a core element of the university's completed Master Plan. The proposed location for the facility is on Martin Luther King Junior Way, on the site that is currently occupied by the obsolete Trade & Technology (T&T) building which is planned for removal. The location is adjacent to the Eli M. Oboler Library and across the street from the Richard and Connie Bowen Rendezvous Center. ISU plans to demolish the T&T facility in FY26 in conjunction with professional planning and design for the new Life Sciences facility.

ISU plans to complete demolition of the T&T facility and complete professional planning and design with the target of breaking ground on the new Life Sciences facility by fall of 2026. Due to the aggressive timeline for groundbreaking, it is important for ISU to launch a solicitation for planning and design services in collaboration with DPW early in 2025.

IMPACT

The anticipated total budget reflects the cost of constructing a highly technical and flexible facility that supports cutting edge research and instruction as well as

growth space for life science programs. This facility is core to the foundation of programs of Idaho State University, particularly in support of the institution's mission as the lead institution in the delivery of health science programs.

The proposed facility is anticipated to be up to 108,000 GSF costing approximately $98,500,000 for construction, including site work, and $29,200,000 for soft costs, fees, contingency, and FF&E for a total anticipated cost of $127,700,000. We anticipate using the project delivery method of Construction Manager, General Contractor, (CMGC) in an effort to optimize budgetary resources and construction scheduling early in planning and design. The University plans on financing this total project through a combination of Permanent Building Funds (PBF), philanthropy, and a bond issuance. ISU will present a full bond financing plan for construction once professional planning and design concludes.

The estimated cost of planning, design and other professional fees is up to $10,000,000, which is included in the above total project costs. The source of funding for planning and design services is anticipated FY26 PBF, pending legislative approval.

ATTACHMENTS

Attachment 1 – Facility and Site Concept
Attachment 2 – Project Budget
Attachment 3 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

The ISU Life Sciences Building aims to begin planning and design services by Spring 2025, with groundbreaking targeted for Fall 2026, and completion expected by Fall 2029. Due to the tight timeline, it is essential for ISU to move forward with the solicitation for planning and design services in March 2025.

Given the strategic importance of the project to ISU's mission, the thorough planning already complete, the Board's support of this project on ISU's FY 2026 Six (6) Year Capital Plan, and the careful consideration of funding timelines, Board staff recommends approval of ISU's request not to exceed $10,000,000 for planning and design services related to the Life Sciences Building Project.

BOARD ACTION

I move to approve the request by Idaho State University to proceed with planning and design services for a new Life Sciences building for a cost not to exceed $10,000,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State University

ISU LIFE SCIENCES BUILDING

OCTOBER 2023

BAHR
TAB 1

HUMMEL
ARCHITECTS

INTRODUCTION

Idaho State University was founded in 1901 in Pocatello, Idaho. The university currently serves students at various sites and campuses throughout the State of Idaho. Idaho State University's main campus remains in Pocatello with over 100 buildings.

On the Pocatello Campus, the Gale Life Science Building (GLS) currently serves the majority of ISU's Life Science Programs. Several spaces within the GLS are inadequate for the day-to-day operations, teaching, learning, and research. ISU concluded that a new building needs to replace GLS to provide modern life sciences teaching, learning, and research. Idaho State University explored various sites on campus to design a New Life Science Building and concluded that the new facility should be placed on Martin Luther King Drive replacing the Trade & Technology (T&T) Building.

EXECUTIVE SUMMARY

In 2023, Hummel Architects was engaged by Idaho State University to explore a concept design for a New Life Science Building on the T&T site. Idaho State University provided Hummel with preliminary program requirements for their new building.
Through an interactive process with Idaho State University Stakeholders, a visioning session was conducted identifying overall guiding principles for the building and site design. Some of these guiding principles include:

- Supporting Learning with Collaboration
- Modern Spaces to Enhance Teaching and Research
- Increase Research Capacity
- Community Engagement
- Energize the Campus Community with Modern Facility
- Building and Spaces that Inspire Passion for Knowledge and Discovery
- Modern Building Representing the Future of Idaho State University
- Integrative, Collaborative, Flexible
- Sustainability, LEED Certification
- Inclusion, Diversity, and Accessibility

With Idaho State University Stakeholder input, programs were organized on three tiers which include social, students, research. Ground levels support social & public while subsequent floors above provide students and researchers with more private areas. This philosophy provided organization both horizontally and vertically defining the building footprint and its height. A service entry was located on the northern side of the building while primary student and faculty entrances were located at Martin Luther King Drive.

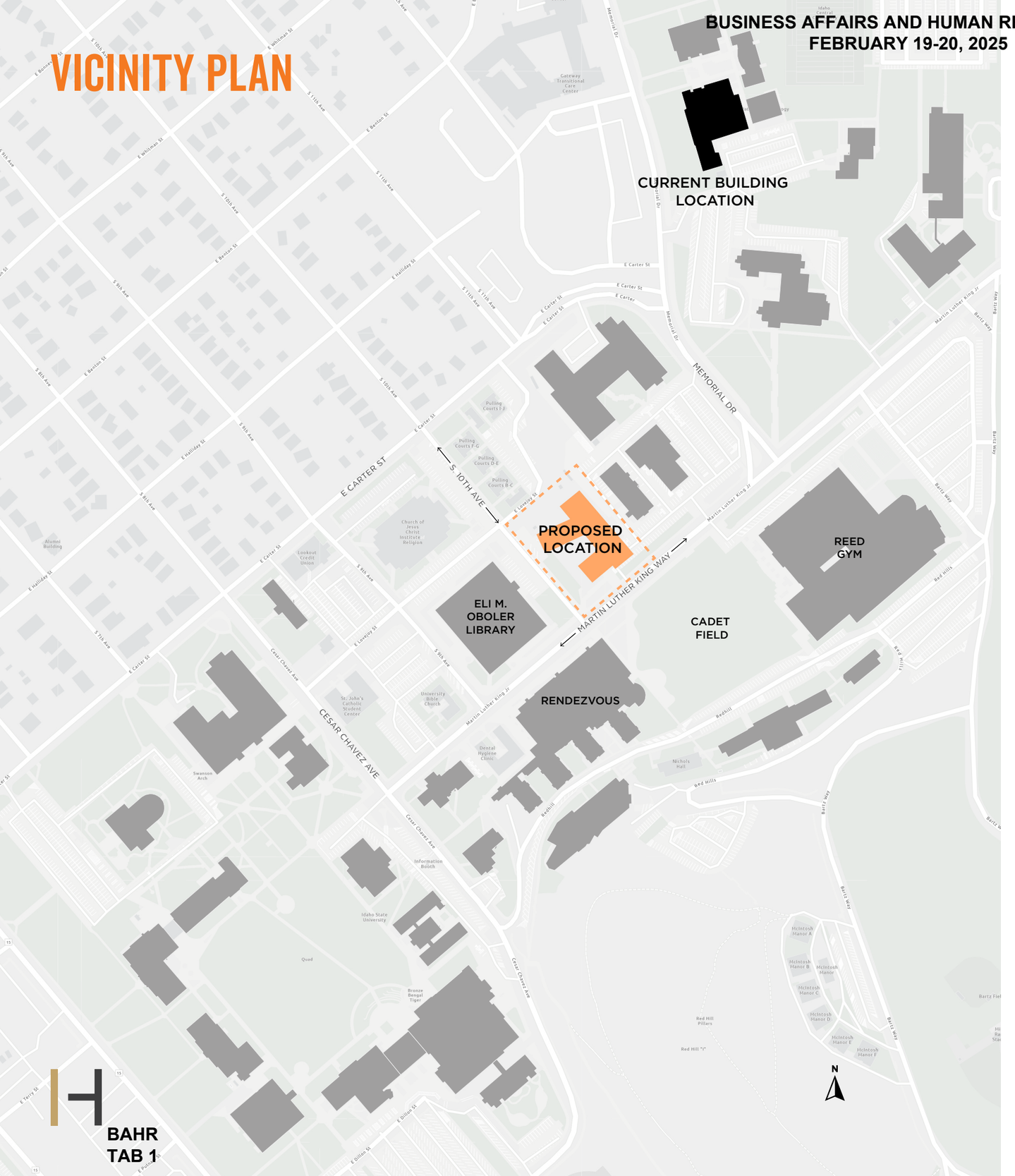
On the south side of the site is an existing library with a small exterior common area. In response to the existing exterior common area, a new exterior plaza was placed adjacent to the library which provides outdoor teaching, learning and gathering opportunities. Designed on the existing sloped site, a new plaza space accesses several floors of the building with a focus on handicap accessibility, student learning areas, solar orientation with sun and shade opportunities, and native vegetation and pollinators from southeast Idaho.

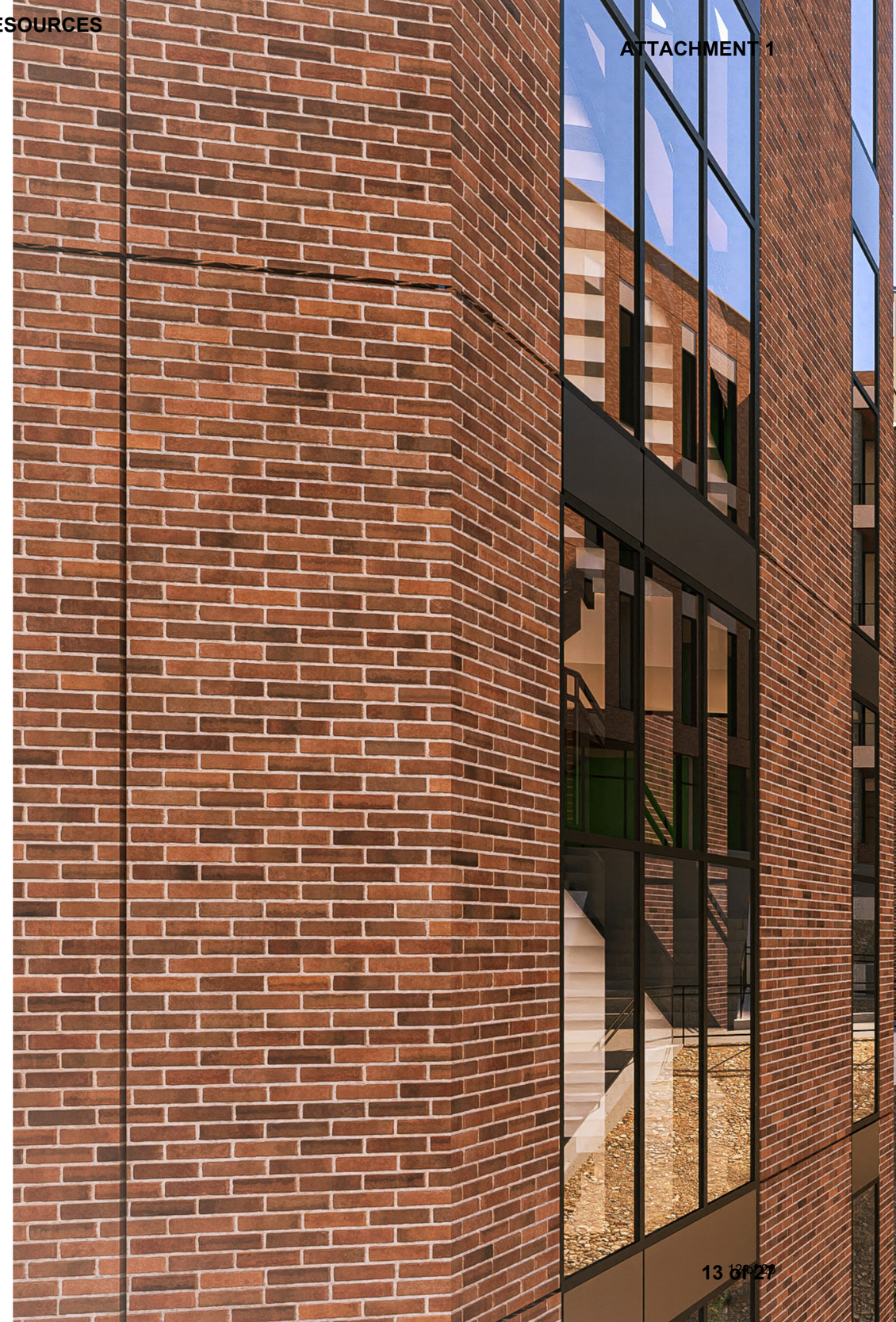
The building design was organized with an organic rhythm of vertically oriented openings complimenting ISU's campus typology while allowing for ample daylit spaces. Materials selected highlight key materials across campus with the use of ISU's signature brick palette and taking on a modern interpretation of terracotta elements from historic campus buildings. Additionally, the design showcases the greenhouses as a prominent design feature that emphasizes a strong visual connection to the courtyard and natural landscaping of the plaza space below.

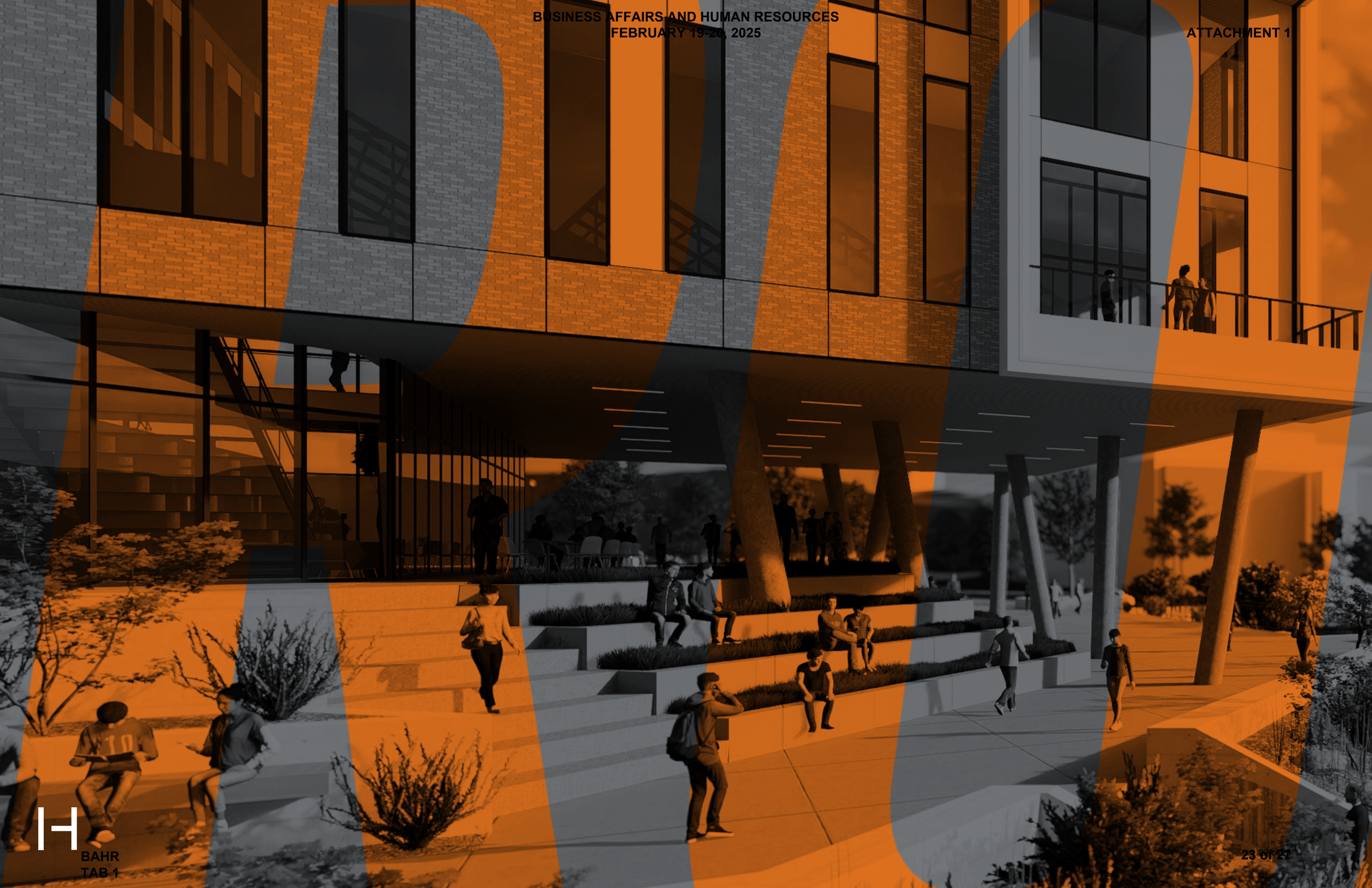
A VISION FOR THE FUTURE

- Modern Life Sciences Teaching, Learning, and Research Hub
- Integrated Teaching and Research with Contemporary Learning Spaces
- State of the Art Research Core Facilities Serving Life Science Researchers
- State of the Art Human Anatomy Labs Serving Health Professions Programs

VICINITY PLAN







Idaho State University

ISU LIFE SCIENCES BUILDING

OCTOBER 2023

BAHR
TAB 1

HUMMEL
ARCHITECTS

Idaho State University

Capital Project Budget Sheet
NEW LIFE SCIENCE BUILDING

DPW Project Number:	TBD
Project Title:	Life Science Building - New Construction
Date:	

Category		Project Budget
Design		7,885,600
Construction		
Testing, Inspections and Misc.		742,850
Contingency		1,371,550
	Subtotal	10,000,000

University Direct Costs (FFE, Utilities, IT, Signage, etc)		
University Contingency		

Total Project Budget	$10,000,000

Idaho State University

Capital Project Tracking Sheet
NEW LIFE SCIENCE BUILDING

Institution/Agency: Idaho State University Project: New Life Science Building
Project Description: Life Science Building - New Construction
Project Use: Design and construction of new Life Science Building on the Pocatello Campus
Project Size: Approx.100,000 GSF; $10,000,000 Planning, Design & Other Professional fees; $127,770,000 total project cost

	Sources of Funds				Use of Funds			
	PBF	ISBA	Other*	Total Sources	Planning	Construction	Other	Total Uses
Initial Cost of Project (planning)	$10,000,000	$	$	$10,000,000	$10,000,000	$	$	$10,000,000
Construction	$	$	$	$	$	$	$	$
Total Project Costs	$	$	$	$	$	$	$	$

			Other Sources of Funds				
History of Funding	PBF	ISBA	Institutional Funds	Student Revenue	Other	Total Other	Total Funding
Date 7/1/25 (Est)	$10,000,000	$	$	$	$	$	$10,000,000
Date	$	$	$	$	$	$	$
Total	$	$	$	$	$	$	$

Office of Campus Operations
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TAB	DESCRIPTION	ACTION
1	**K-12 OVERVIEW**	Information Item

SUBJECT

Superintendent's Update - K-12 Overview

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Section 33-125, 125A, and 127, Idaho Code

BACKGROUND/DISCUSSION

Idaho State Board of Education Bylaws establish the superintendent of public instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and Idaho Code or established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education (SBOE) on the Superintendent's priorities moving forward.

- Early Literacy Update
- SDE Legislative and Budget Update
    - Modernizing School Funding/K-12 Budget Submission
    - 2024 Policy Legislation

BOARD ACTION

This item is for informational purposes only.

TAB	DESCRIPTION	ACTION
1	**BOARD POLICY I.M. – ANNUAL PLANNING AND REPORTING – SECOND READING**	Action Item

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SUBJECT

Board Policy I.M. - Annual Planning and Reporting – Second Reading

REFERENCE

March 2008	The Board approved first reading of Board Policy I.M. clarifying the Board's role in accreditation visits and Board self-evaluation
April 2008	The Board approved second reading of Board Policy I.M.
August 2008	The Board approved first reading of Board Policy I.M. clarifying reporting requirements for strategic plans and performance measures
October 2008	The Board approved second reading of Board Policy I.M.
April 2011	The Board approved first reading of Board Policy I.M.
June 2011	The Board approved second reading of Board Policy I.M.
December 2016	The Board approved first reading of Board Policy I.M. adding definitions of strategic plan components.
February 2017	The Board approved second reading of Board Policy I.M.
April 2024	The Board approved a first reading of proposed amendments to Board policy I.M.
June 2024	The Board approved second reading of proposed amendments to Board policy I.M. for the purpose of aligning with statute and DFM procedures.
December 2024	The Board approved first reading of proposed amendments to Board Policy I.M. for the purpose of separating the systemwide measures from the strategic planning process.

APPLICABLE STATUTE, RULE, OR POLICY

Board Policy I.M. Annual Planning and Reporting
Sections 67-1901 through 67-1905, Idaho Code

BACKGROUND/DISCUSSION

Sections 67-1901 through 67-1905, Idaho Code, establish the State's annual strategic plan and performance reporting requirements. These requirements include the annual review and submission of strategic plans and performance measures. Institutions and agencies under the oversight of the Board submit their strategic plans to the Board for approval. The approved plans are then submitted by the Board office to the Division of Financial Management (DFM). This is part of a year-long cycle of continuous improvement.

Title 67, Chapter 19, Idaho Code also establishes that guidance for the statewide strategic planning process is to be governed by DFM. The DFM maintains a

Strategic Planning and Performance Reporting guidance document and provides training to state agencies.

Board Policy I.M. is revised to separate the systemwide measures from the larger strategic planning process. This will allow for the systemwide measures to be addressed more nimbly by separate vote of the Board. It will also ensure that the Board's K-20 strategic plan, which is reviewed for potential revisions each February, is the only document governing the specific measures two and four-year institutions are required to include in their annual Performance Reports to DFM.

The proposed revisions have been workshopped with representatives from the two and four year institutions. Non-substantive edits were made between the first and second readings of the policy. These edits are highlighted yellow in Attachment 1 for easy identification.

IMPACT

Proposed revisions to Board Policy I.M. will reduce the number of systemwide measures each two and four-year institution is required to include in their individual Performance Reports from 9 to 3. This provides a more intentional focus on meaningful outcomes-based systemwide measures while also allowing institutions to celebrate their individuality through the inclusion of up to 7 additional measures drawn from separately Board approved strategic plan, specific to each institution.

ATTACHMENTS

Attachment 1 – Board Policy I.M. - Annual Planning and Reporting – Proposed Amendments, redline
Attachment 2 – Board Policy I.M. – Annual Planning and Reporting – Proposed Amendments, clean

BOARD STAFF COMMENTS AND RECOMMENDATIONS

There were no changes made between the first and second readings. Board staff recommend approval of the proposed revisions to Board Policy I.M.

BOARD ACTION

I move to approve the second reading of the proposed amendment to Board Policy I.M. as presented in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, under the Board's governance and oversight.

1. Board Approval
   a. The Board will approve annually a K-20 strategic plan.
   ~~a.~~b. The Board will ~~and~~ approve annually strategic plans for each agency and institution.
   ~~b. The Board will approve annually a K-20 performance report and performance reports for each agency and institution.~~

2. Strategic Plan Requirements
   a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
   b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
   ~~b.~~c. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual strategic plans.
   ~~c.~~d. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
      i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
   ~~d.~~e. Institutional strategic plans shall be compliant with applicable accreditation requirements.
   ~~e. All strategic plans shall include at least one programatic goal and one operational goal.~~

3. Performance Report Requirements
   a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
   ~~a.~~b. All performance reports shall be aligned to the Board approved strategic plan for the submitting agency or ins~~sn~~titution.
   ~~b.~~c. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training
   a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline
   a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.
   b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
   c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than ~~the meeting materials due date for the Board's regularly scheduled October meeting each year~~ August 15th each year.
   ~~d. Community colleges dimust seek approval from their boards of trustees prior to submitting final drafts of strategic plans and performance reports to the Board.~~
   d. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.
   e. Performance reports shall be submitted to the Board for informational purposes no later than the Board's regularly scheduled October meeting each year.

6. Annual Reports
   a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
   b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.

7. Performance Measures

   a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
      ~~i. The Board may require agencies and institutions to include such measures in the agency or instition's strategic plan and performance report.~~
      i. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual performance reports.
      ii. Board staff will determine the business rules applicable to such measures.
      iii. Board staff will provide a reporting schedule for such measures.
   b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no

more than ten (10) performance measures may be included in the performance report.

8. Additional Reports
   Agencies and institutions will provide any data or report requested by the Board, in accordance with a schedule and format established by the Executive Director.

The census dates for reporting term-based postsecondary enrollment data shall be October 15th and March 15th of each year.

This subsection shall apply to Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College, and the agencies, under the Board's governance and oversight.

1. Board Approval
   a. The Board will approve annually a K-20 strategic plan.
   b. The Board will approve annually strategic plans for each agency and institution.

2. Strategic Plan Requirements
   a. All strategic plans shall be compliant with Idaho Code § 67-1903 and the Strategic Planning and Performance Report Guide maintained by the Division of Financial Management (DFM).
   b. All strategic plans shall be aligned to the Board approved K-20 strategic plan.
   c. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual strategic plans.
   d. Mission statements used in strategic planning must be approved by the Board, pursuant to Board Policy III.I or by the community college's board of trustees.
      i. Mission statements may be approved in conjunction with the strategic planning process or brought to the Board as a separate agenda item.
   e. Institutional strategic plans shall be compliant with applicable accreditation requirements.

3. Performance Report Requirements
   a. All performance reports shall be compliant with Idaho Code § 67-1904 and the Strategic Planning and Performance Report Guide maintained by DFM.
   b. All performance reports shall be aligned to the Board approved strategic plan for the submitting agency or institution.
   c. Board staff will make available a performance report template for consistent reporting across all agencies and institutions.

4. Training
   a. Key personnel from Board staff and each agency and institution shall be required to participate in training offered by the DFM pursuant to Idaho Code § 67-1905.

5. Timeline
   a. All agencies and institutions shall submit complete drafts of their strategic plans to designated Board staff no later than the meeting materials due date for the Board's regularly scheduled April meeting each year.

b. All agencies and institutions shall submit complete final drafts of their strategic plans to designated board staff no later than the meeting materials due date for the Board's regularly scheduled June meeting each year.
c. All agencies and institutions shall submit final drafts of performance reports to the designated board staff no later than August 15th each year.
d. Board approved strategic plans and performance reports shall be submitted by Board staff to DFM, on behalf of the agencies and institutions.
e. Performance reports shall be submitted to the Board for informational purposes no later than the Board's regularly scheduled October meeting each year.

6. Annual Reports
   a. Agencies and institutions shall provide annual progress reports to the Board in accordance with a reporting schedule established by the Board's executive director.
   b. Annual reports shall include, but need not be limited to, an update on the agency or institution's progress toward meeting objectives established in the strategic plan.

7. Performance Measures

   a. The Board may develop a set of uniform system-wide performance measures for agencies or institutions.
      i. Two and Four-year institutions must include one measure for each post-secondary objective in the Board's K-20 strategic plan in their annual performance reports.
      ii. Board staff will determine the business rules applicable to such measures.
      iii. Board staff will provide a reporting schedule for such measures.
   b. Agencies and institutions may include additional performance measures in their strategic plan. However, Idaho Code § 67-1904 establishes that no more than ten (10) performance measures may be included in the performance report.
8. Additional Reports
   Agencies and institutions will provide any data or report requested by the Board, in accordance with a schedule and format established by the Executive Director.

The census dates for reporting term-based postsecondary enrollment data shall be October 15th and March 15th of each year.

TAB	DESCRIPTION	ACTION
1	IDAHO DEPARTMENT OF CAREER TECHNICAL EDUCATION ANNUAL REPORT	Information Item

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Division of Career Technical Education (Division) – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Annual Planning and Reporting
Chapter 22, title 33, Idaho code

BACKGROUND/DISCUSSION

Chapter 22, Title 33, Idaho code, establishes the State Board for Career Technical Education, authorizes the Board to appoint an administrator to the State Board for Career Technical Education, establishes the Division of Career Technical Education and defines career technical education and the career technical education delivery system in Idaho. The Division of Career Technical Education serves as the administrative agency, under said Administrator, for the Board and is responsible for the administration of Idaho's career technical education system and implementing the Board's policies and state and federal laws relative to career technical education. The Division provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary (grade 7 through 12) schools and technical colleges on behalf of the Board.

For FY 2025, the Division is responsible for approximately $57.2M in funding for postsecondary programs, $27.5M for secondary and general programs (including CTE educator preparation), and an additional $6.6M toward related programs such as adult education, workforce training centers, Centers for New Direction, apprenticeship programs, fire service training, and the STARS motorcycle training program. The Divisions annual report, see Attachment 1, provides details of program operations as well as program highlights and success stories.

In addition to the Division's Board approved strategic plan, the Division has developed an operational framework, see Attachment 2, through stakeholder feedback, designed to help identify and implement strategies to move the needle on the Board's strategic goals, as they relate to career technical education. The operational framework is a living document that is reviewed annually and updated based on continued stakeholder feedback and progress of the various strategies.

IMPACT

This annual report serves to provide a state of the Division update and inform the Board of the Division's annual priorities in alignment with the Board's strategic plan and how they are, and will be, used to guide the Division's work.

ATTACHMENTS

Attachment 1 – Idaho Division of Career Technical Education 2024 Annual Report
Attachment 2 – Idaho Division of Career Technical Education Operational Plan
Attachment 3 – Idaho Division of Career Technical Education Board Presentation

BOARD ACTION

This item is for informational purposes only.

IDAHO
Division of Career Technical Education

ANNUAL REPORT 2024

We prepare Idaho's youth and adults for high-skill, in-demand careers.

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IDAHO
Division of Career
Technical Education

Highlights

The Idaho Division of Career Technical Education (IDCTE) made significant strides in fiscal year 2024, enhancing support for educators and learners while strengthening partnerships with employers. These initiatives have fostered a more robust and responsive career technical education (CTE) system across the state.

Implemented the First Steps Standards Professional Development Course

IDCTE launched a professional development course to prepare educators to help students in grades seven and eight get the most out of their career exploration course. Statewide, 419 educators completed the course, which represents 67% of schools and 71% of local education agencies (LEAs) that offer courses in grades seven and eight.

Increased customer satisfaction

IDCTE achieved a notable increase in customer satisfaction through enhanced communication and support services, ensuring a positive experience for learners, teachers and employers alike.

Improved employer engagement

IDCTE strengthened relationships with local employers, continuing to better align educational programs with workforce needs and ensure learners are job-ready upon graduation.

Increased collaboration with partner agencies for apprenticeships

IDCTE fostered greater collaboration with partner agencies, expanding apprenticeship opportunities that connect learners with hands-on experiences in their chosen fields.

Supported new CTE teachers through First Camp

IDCTE supported the growing number of new CTE teachers through InSpIRE Ready! and First Camp new teacher training programs and offered resources and mentorship to foster confidence and effectiveness in the classroom.

Expanded staffing to support educators

During the 2024 legislative session, IDCTE was provided three additional positions to better assist new CTE teachers, providing them with the necessary resources and mentorship to help them be successful in their roles.

Expanded Adult Education through new Integrated Education and Training Programs

IDCTE launched innovative Integrated Education and Training (IET) programs, resulting in participants earning $2,000 more per quarter than nonparticipants, significantly boosting their financial stability, career prospects and contribution to Idaho's economy.

Increased the number of CTE diplomas issued

IDCTE experienced a 98% increase over three years in Workforce Readiness and Career Technical Education Diplomas issued during the 2023-2024 school year, reflecting the dedication to equipping learners with essential skills for future careers.

Program awards

CYBERSECURITY PATHWAY

SCHOOL DISTRICT 91'S CAREER AND TECHNICAL EDUCATION CENTER

This innovative program stands out for its robust curriculum, which includes dual enrollment with the College of Eastern Idaho (CEI). While still in high school, students can earn college credits in key courses such as Computer Essentials, Operating Systems Essentials and Fundamentals of Network Security. The pathway emphasizes practical experience through internships, with six students interning at the Idaho National Laboratory's Cybercore and three securing positions with Frontline Cyber.

In addition to gaining valuable hands-on experience, students can earn industry-recognized certifications like CompTIA A+ and CompTIA Security+, significantly enhancing their competitiveness in the job market. The program integrates hands-on labs and collaborative projects with industry partners, ensuring students develop essential skills for successful careers in cybersecurity. Moreover, the pathway has excelled in national competitions like CyberPatriot, consistently achieving top rankings and highlighting students' capabilities.

A strong focus on opportunities for learners has led to a 25% increase in overall enrollment and a doubling of female enrollment. Female students have taken the initiative to establish the first high school chapter of Women in Cybersecurity, promoting empowerment in the field. The program's success is evident in the stories of alumni who've secured lucrative positions with industry partners, highlighting its role in launching successful careers.

GRAPHIC COMMUNICATIONS PROGRAM

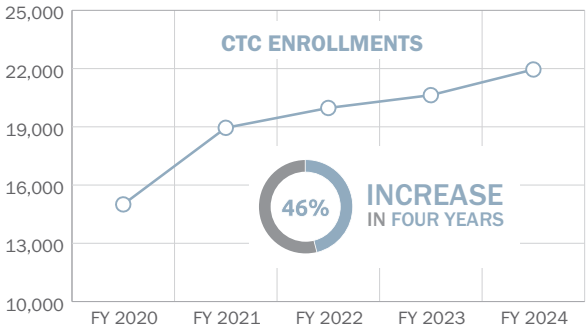
LEWIS-CLARK STATE COLLEGE

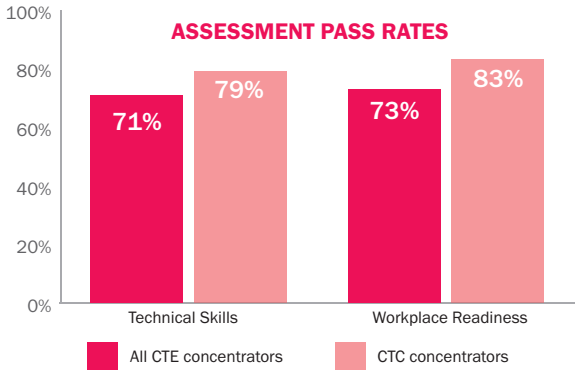
As one of the few programs in the nation integrating design and print production, Lewis-Clark State College's (LCSC's) program boasts the only packaging design curriculum in the Northwest. This unique combination provides students with adaptable options to thrive in the creative industries, equipping them with a diverse skill set that meets the evolving demands of the field.

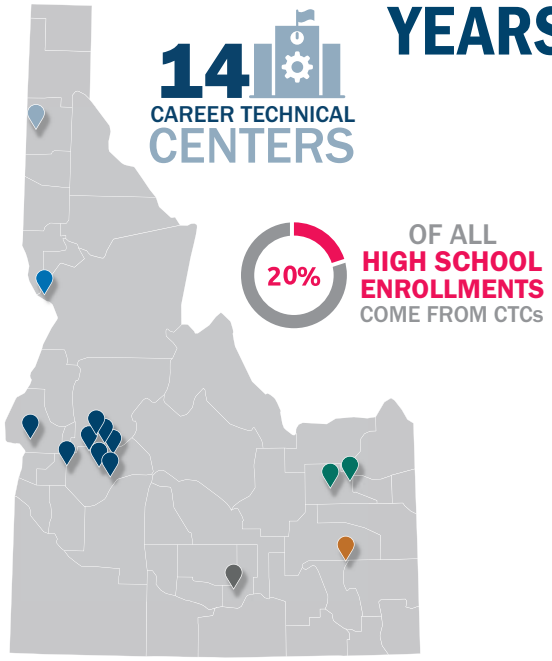
Service learning is a key program component, allowing students to engage in community projects within a live shop environment that mimics real-world industry settings. Under the guidance of experienced instructors and the print shop coordinator, students collaborate with community organizations with specific creative needs and limited budgets. This hands-on approach enhances students' creative, technical, and professional skills and fosters a sense of community engagement and responsibility.

The program's cutting-edge production lab, which offers invaluable hands-on experience, further bolsters student success. The combination of lab work and internships—both on and off campus—ensures that students are well-prepared to become immediate and impactful contributors to the industry. With a high placement rate, the program diligently supports students in executing creative and technically sound projects, paving the way for rewarding careers in graphic communications.

Career technical centers celebrate milestone anniversary







2024 marks the 25th anniversary of career technical centers (CTCs) in Idaho, highlighting their evolution and significant impact on CTE in the state. Pursuant to Idaho Code § 33-1002G and IDAPA 55.01.03.102, LEAs and cooperative service agencies must meet several criteria to qualify as a CTC. They must operate separately from other schools, have dedicated administration, offer state-of-the-art programs that prepare high school students for in-demand occupations and include opportunities to earn postsecondary credit. CTCs must also adhere to state standards, undergo a year-long planning process before opening and partner with local industries to ensure their programs remain relevant.

When CTCs were established in the 1998-1999 school year, the CTE landscape was quite different. Initially referred to as career technical schools, this framework encouraged educational programs to collaborate and share resources to enhance CTE offerings. Such partnerships facilitated the development of programs aligned with local industry demands, provided professional development for educators and strengthened connections between schools and businesses.

Each CTC has developed unique characteristics based on its location, administration and funding models. For example, the COSSA Regional Technology and Education Center in Wilder serves a regional population, transporting students from various districts to a central facility. In contrast, the Dennis Technical Education Center in Boise operates within a single district, providing local transportation for its students from high schools within the school district.

As CTCs celebrate this milestone, we reflect on their adaptability in response to evolving community needs. These centers have established themselves as vital components of Idaho's educational landscape, preparing students for careers in a dynamic economy. The success of CTCs is evidenced by their innovation and the expansion of programs that meet the demands of current and emerging occupations.

Looking forward, CTCs will continue to play a pivotal role in providing meaningful pathways for students. Committed to delivering high-quality, state-of-the-art programs and services, these institutions will remain cornerstones of CTE, preparing future generations for success in an ever-evolving job market.

BPA national champion pursues a career in education

In 2022, Sandpoint High School graduate Colton Moore embarked on an unexpected journey that would reshape his future. As the editor of his yearbook, he learned how to use industry-standard software like the Adobe Creative Suite. Although he had dabbled in photography and graphic design, business education wasn't initially on his radar. That changed when his school's CTE teacher and Business Professionals of America (BPA) advisor, Melinda Nieman, encouraged him to join BPA and compete in the statewide Desktop Publishing competition during his senior year.

"As a student, I was always striving for the best and focused on achieving the highest grades, whether in AP classes or yearbook. I think that mindset made me hesitant to join BPA," said Moore. "I worried I might not meet my own high standards in the competitive setting."

Despite his initial reservations, Moore quickly discovered that he had nothing to fear. That year, he took first place in the Desktop Publishing competition at the BPA National Leadership Conference (NLC) in Dallas. His experience at the state and national levels opened his eyes to the potential for learning and connecting with like-minded individuals.

"I realized it was about engaging with others, learning together, and sharing experiences, not just competing," said Moore.

This realization was pivotal in changing his trajectory. Initially aiming to become a creative director in the business world, Moore shifted his focus to pursuing a degree in business teacher education after witnessing the value of collaboration and mentorship.

Following graduation, Moore began his academic journey at North Idaho College (NIC), where he engaged deeply with the campus community as a college ambassador. He appreciated the small class sizes and interactive learning environment, realizing through this experience the unique strengths of community colleges. After earning his associate degree, Moore transferred to the University of Idaho, where he is now a junior completing a bachelor's degree in business and marketing education. He currently serves as the president of the University of Idaho's postsecondary BPA chapter and plays an active role in organizing the region's high school BPA event held on campus.

> Students need these skills to succeed in both personal relationships and professional settings, particularly for those aspiring to leadership roles in business and marketing."
>
> –Colton Moore, business and marketing education major, University of Idaho

In addition to his academic pursuits, Moore is already making strides in his professional journey by securing a paid internship with CharacterStrong, a Tacoma-based company that develops character education content for schools.

"In CTE, soft skills, such as conflict resolution and responsibility, are as important as technical skills," said Moore. "Students need these skills to succeed in both personal relationships and professional settings, particularly for those aspiring to leadership roles in business and marketing."

Moore credits several mentors for shaping his educational journey. Although he didn't take a formal class with Nieman, her passion for teaching and encouragement sparked his interest in the field.

"Kevin Hutchins, my yearbook advisor for two years, was also a mentor throughout high school," said Moore. "We had many great discussions about business, marketing and education, which inspired me to become a business teacher."

Moore hopes to inspire future students in the same way his mentors inspired him.

"I can't wait to bring these experiences and teaching methods into my classroom," said Moore.

WHAT ARE CAREER TECHNICAL STUDENT ORGANIZATIONS?

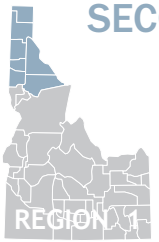
Career technical student organizations (CTSOs) play a vital role in enhancing the educational experience of students enrolled in CTE programs. These organizations provide students with opportunities to develop leadership skills, engage in hands-on learning and network with industry professionals. By participating in CTSOs, students can apply the skills they learn in the classroom to real-world scenarios, further reinforcing their understanding of their chosen fields.

In Idaho, there are seven CTSOs aligned with their respective program areas: BPA and DECA align with Business and Marketing Education; Family, Career and Community Leaders of America (FCCLA) aligns with Family and Consumer Sciences and Human Services (FCSHS); FFA aligns with Agriculture, Food and Natural Resources; HOSA aligns with Health Professions and Public Safety; SkillsUSA aligns with Trades and Industry, and Technology Student Association (TSA) aligns with Engineering and Technology Education. These organizations often host competitions, conferences, and workshops, allowing students to showcase their skills and gain recognition for their achievements.

Additionally, CTSOs encourage community involvement and service, teaching students the importance of civic responsibility and leadership. Members frequently participate in community service projects, which enhance their resumes and provide practical experience in project management.

In summary, CTSOs enrich the CTE experience by promoting skill development, leadership and networking. Through active participation, students are better prepared for successful careers, making CTSOs an essential component of CTE.

SECONDARY



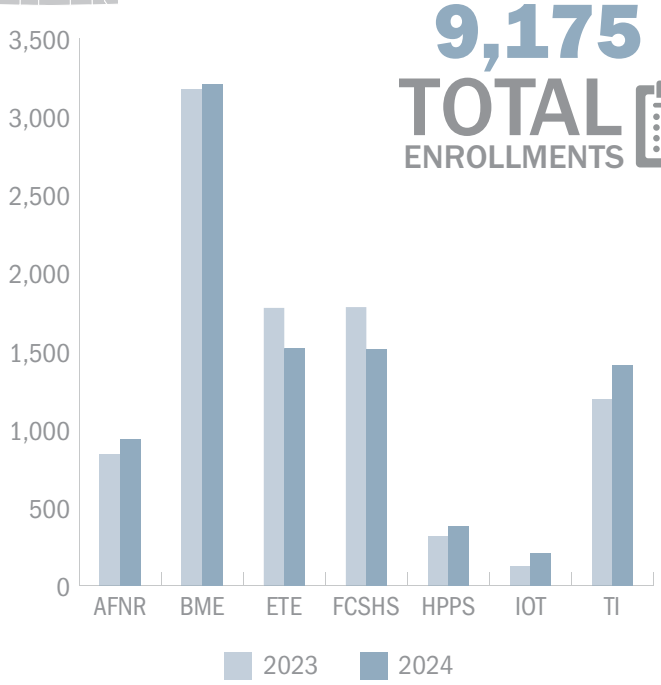
597 CTE CONCENTRATORS

104 TOTAL PROGRAMS

14% INCREASE OVER FY 2023

9,175 TOTAL ENROLLMENTS

1,387 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

17 LEAs 65% WERE RURAL

65% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

129 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—NORTH IDAHO COLLEGE

47 Active programs

1% DECREASE OVER FY 2023

566 Students enrolled in CTE programs (headcount)

11,742 Year-end credits

194 Students awarded degrees/ certificates

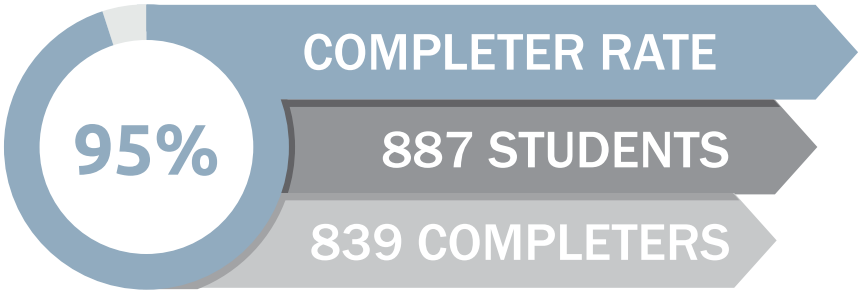
391 Technical college FTE enrollments

6

WORKFORCE TRAINING CENTER

7,227
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Ginno Construction Company of Idaho, Inc.

Type of industry: Construction

Number of employees: 45

Training need: Employers in North Idaho's construction industry face an ongoing shortage of workers with the necessary skills and knowledge to complete projects. The lack of traditional licensing and training requirements in Idaho complicates efforts for companies like Ginno to build and maintain a skilled workforce.

How the WTC delivered: NIC's Workforce Training Center (WTC) developed a construction apprenticeship program that blends on-the-job training with classroom instruction. Ginno employees earn a wage while learning and receive National Center for Construction Education and Research certifications, enabling the company to build and retain skilled employees.

"The apprenticeship program has helped our employees learn more about the construction industry and how all parts of the project fit together. They receive training from skilled instructors and can apply what they've learned in their everyday work."

—Gregorio Rodriguez, safety and environmental officer, Ginno Construction

North Idaho College

CTE programs transform futures for incarcerated youth

Since 2020, LCSC has collaborated with the Idaho Department of Juvenile Corrections (IDJC) to expand access to CTE programs for its residents. This initiative provides hands-on learning opportunities that can lead to real-world skills and better outcomes for incarcerated youth.

“Many of these students previously believed that education was not an option for them,” said Liz Weldy, a transition coordinator at LCSC. “Now, they’re earning dual credit or college credit, which opens doors they didn’t know were possible.”

The program began when IDJC reached out to LCSC to discuss developing more CTE opportunities for its residents. Initial discussions revealed significant barriers. Many academic institutions declined to participate due to these challenges, but LCSC was determined to find a solution.

“Incarcerated students face strict safety protocols; they can’t communicate with anyone outside their facility except for parents during visits,” said Weldy. “That means a traditional online classroom wouldn’t work.”

LCSC developed a secure instance of the online learning platform Canvas, customizing it to lock down certain features to meet safety requirements. This approach allows students to access course materials while adhering to the necessary restrictions.

Initially, LCSC offered courses in hospitality, basic electricity and heating, ventilation and air conditioning (HVAC) principles. A key feature of CTE classes is their hands-on nature, and classrooms often contain professional-grade equipment. To ensure students still had access to applied learning, Weldy had to get creative with the resources available at IDJC’s three facilities. For example, at the St. Anthony facility, students gain hands-on experience working in the Canteen, an onsite restaurant for the facility’s staff. They can also earn internship credits, aligning their practical experience with industry standards.

“They’re managing real-world tasks, from food preparation to customer service, which builds essential soft skills,” said Weldy.

The program also emphasizes support during students’ transitions back into society. Each student receives an

Education reduces recidivism rates, and we hope to see our efforts reflected in lower incarceration rates in the future."

–Liz Weldy, transition coordinator, LCSC

admission letter upon enrolling, along with a CTE T-shirt to foster pride.

Looking ahead, Weldy envisions further program growth.

"We're actively seeking grant opportunities to expand offerings like welding and other trades," said Weldy. "The goal is to align our programs with workforce needs in the community."

The impact of these programs is already evident.

"We've seen students who previously disengaged from education start to thrive," said Weldy. "One student wrote to his parents, saying, 'Getting my high school diploma at 16 instead of a GED was a huge accomplishment and before taking these college courses, I had decided that was good enough for me. Now, I want to pursue more! And I'm excited about doing so.'"

Feedback from educators indicates a strong demand for more CTE classes. In response, LCSC is exploring additional course offerings and certifications.

"Educators see how these programs positively influence student behavior and academic performance, and there's interest in expanding into healthcare and science fields," said Weldy. "Education reduces recidivism rates, and we hope to see our efforts reflected in lower incarceration rates in the future."

WHAT IS DUAL CREDIT?

Dual credit programs offer high school students the opportunity to earn college credits while still completing their high school education. These programs are designed to provide students with a head start on their postsecondary education, allowing them to fulfill both high school graduation requirements and accumulate transferable college credits simultaneously.

Idaho's dual credit offerings encompass a variety of subjects, including general education courses like math and English, as well as CTE programs such as business, health sciences and engineering. Students can access these courses through local high schools or partner colleges like LCSC.

The Advanced Opportunities Program supports dual credit by providing each public-school student in grades seven through 12 with $4,625 to use toward eligible educational expenses. This funding can cover costs associated with dual credit courses, allowing students to earn college credits at little to no cost. Students can receive up to $75 per credit for dual enrollment courses, which can be taken online, at their high school, or directly at a college campus.

Research indicates that participation in dual credit programs enhances students' readiness for college, increases graduation rates and improves overall academic performance. Students who engage in these programs often report feeling more confident and better prepared for the demands of higher education. With the partnership between LCSC and IDJC, even those in challenging circumstances can access these important educational opportunities, paving the way for brighter futures.

SECONDARY

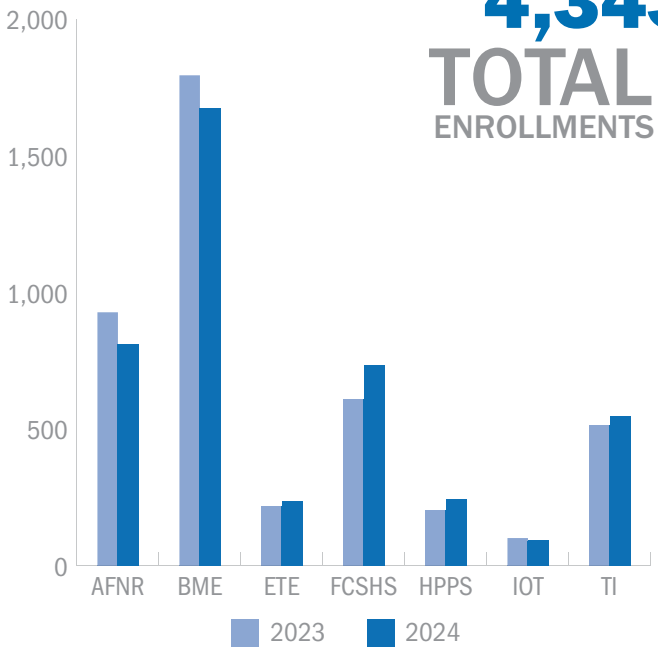
198 CTE CONCENTRATORS

74 TOTAL PROGRAMS

30% INCREASE OVER FY 2023

4,343 TOTAL ENROLLMENTS

1,210 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

17 LEAs 88% WERE RURAL

72% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

49 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—LEWIS-CLARK STATE COLLEGE

31 Active programs

6% DECREASE OVER FY 2023

324 Students enrolled in CTE programs (headcount)

6,459 Year-end credits

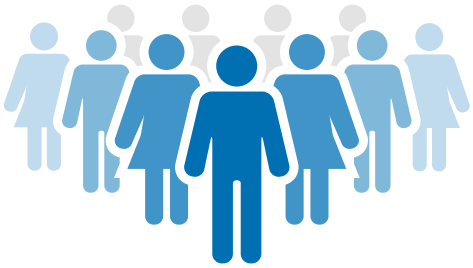
77 Students awarded degrees/ certificates

215 Technical college FTE enrollments

10

WORKFORCE TRAINING CENTER

3,054
HEADCOUNT



APPRENTICESHIPS

EMPLOYER SPOTLIGHT

4J Electric

Type of industry: Electric

Number of employees: 13

Training need: 4J Electric partners with the WTC to oversee its Electrical Apprenticeship Program and provide various special topic classes.

How the WTC delivered: The WTC adapted its Related Supplemental Instruction to meet Idaho's requirements, supporting 4J Electric's needs as a company operating on the Idaho-Washington border. This partnership allows 4J Electric's employees to progress toward Idaho journeyman certification, enhancing their skills and providing greater flexibility for regional work opportunities.

"LCSC workforce training has been a tremendous partner for many years, providing an exceptional apprenticeship training program with top-tier instructors. They continue to improve their program each year to adapt to industry trends."

—Kyle Johnson, owner, 4J Electric

LEWIS CLARK STATE COLLEGE

Teacher's vision brews a future filled with opportunity for her students

With just 70 students in grades nine through 12, Council High School (CHS) may be small, but its FCSHS teacher, Jodi Cook, has big ambitions. Since 1992, Cook has been inspiring students with her passion for culinary arts, which took root during her own junior high experience. Her involvement in Future Homemakers of America (now FCCLA) and national culinary competitions in high school further fueled her desire to teach FCSHS.

Three years ago, Cook envisioned a student-run coffee shop to enhance her culinary arts program. This dream became a reality when the school remodeled its library, transforming a small closet into Jack's Coffee Shop, named after the school's mascot, the Lumberjacks. A Program Quality Initiative (PQI) grant provided the funding for the necessary commercial equipment, allowing Cook's initiative to come to life.

The coffee shop offers students the chance to earn valuable certifications for careers in the food service industry. All students earn an online barista certification and the Idaho-specific Ready, Set, Food Safe Certification. Some even earn the ServSafe Manager Certification, which demonstrates advanced knowledge in food safety and sanitation.

"Running the coffee shop helps students develop essential skills," said Cook. "They build teamwork and a strong work ethic as they manage daily operations, research drink trends, and adapt to customer preferences."

Jack's Coffee Shop operates on weekdays from 7:30 to 8 a.m. Monday through Thursday, allowing students to manage it independently before classes. Students also run the coffee shop on Wednesdays during lunch. Students take pride in crafting seasonal menus and special drinks, such as the Lumberjack Special for homecoming. Recently, they introduced boba tea and nondairy alternatives based on customer feedback, displaying their ability to research and innovate.

I check in with them occasionally, but the coffee shop is entirely student-run and self-sustaining."

–Jodi Cook, FCSHS teacher

Beyond coffee-making, the initiative teaches crucial skills in entrepreneurship, marketing and customer service. Students create drink menus, conduct surveys to understand customer needs, design promotional materials, manage inventory and handle transactions.

"I check in with them occasionally, but the coffee shop is entirely student-run and self-sustaining," said Cook.

The practical experience gained from managing the coffee shop has enabled many students to successfully transition into jobs at local restaurants and coffee shops, including positions in nearby McCall. This initiative not only enhances their culinary knowledge but also equips them with essential workplace skills, fostering pride and a sense of community within the school.

"I wanted my students to learn how to be baristas because coffee shops are very popular," said Cook. "This hands-on training provides them with skills they can use when they graduate. If they go to college, they could easily step right into a coffee shop, earn some money and do something positive and fun."

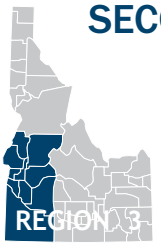
HOW ARE SECONDARY CTE PROGRAMS FUNDED?

IDCTE offers a variety of funding opportunities designed to support and enhance CTE programs. In addition to the funding sources below, IDCTE secondary programs also received $10 million in one-time funding. Here's a breakdown of key funding sources available to schools:

- **CTC funding:** Funding for CTCs is based on a formula established in Idaho statute and administrative code. This funding helps CTCs cover operational costs based on performance metrics, ensuring effective program delivery.
- **Idaho Quality Program Standards Incentive (IQPS) Grant:** AFNR teachers who create exceptional local programs can earn grants of up to $10,000 each year. Qualified applicants must apply and meet the IQPS rubric's standards and achieve an average score of "Distinguished" or higher. Additionally, up to four start-up grants are available annually, with a maximum award of $25,000.
- **PQI Establishment Grants:** Qualified applicants can apply for competitive grants to help LEAs purchase essential equipment for newly approved CTE programs. Schools can apply for funding in their first and second year of program approval. This grant can only be received once.
- **PQI Incentive Awards:** High-performing CTE pathways automatically receive $5,000 based on student completion and assessment scores. This funding is based on a formula for qualified applicants, and may be used to support instructional materials, equipment repair and professional development.
- **PQI Technical Assistance Grants:** Focused on improving program quality, qualified applicants may apply for grants to assist schools with low assessment pass rates in implementing effective strategies.
- **Program added-cost funding:** Specifically allocated for CTE-related expenses, this funding is based on a formula to cover specialized equipment and materials, ensuring resources are dedicated to unique program needs.
- **Perkins V:** These federal funds are based on a formula to support local educational programs identified through a comprehensive local needs assessment and are designed to help local education agencies enhance their CTE offerings.
- **Workforce Readiness Incentive Awards:** This incentive rewards CTE pathways for the number of students that pass assessments and earn SkillStack® badges. Amounts vary based on the number of eligible students meeting criteria.

These funding mechanisms are crucial in fostering the growth and success of CTE programs across Idaho, enhancing workforce readiness and creating valuable career opportunities for students.

SECONDARY



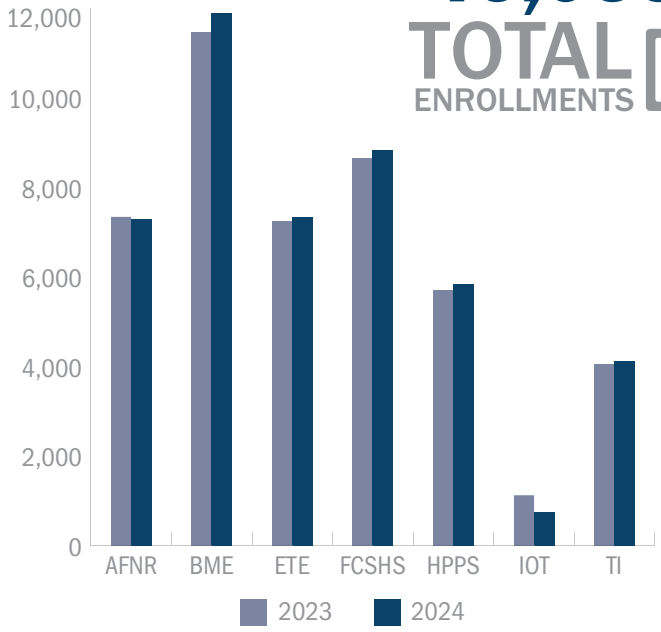
3,584 CTE CONCENTRATORS

456 TOTAL PROGRAMS

13% INCREASE OVER FY 2023

46,053 TOTAL ENROLLMENTS

23,739 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

54 LEAs 37% WERE RURAL

66% OF SECONDARY STUDENTS TAKE CTE COURSES

1,716 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF WESTERN IDAHO

43 Active programs

27% INCREASE OVER FY 2023

1,801 Students enrolled in CTE programs (headcount)

33,528 Year-end credits

479 Students awarded degrees/ certificates

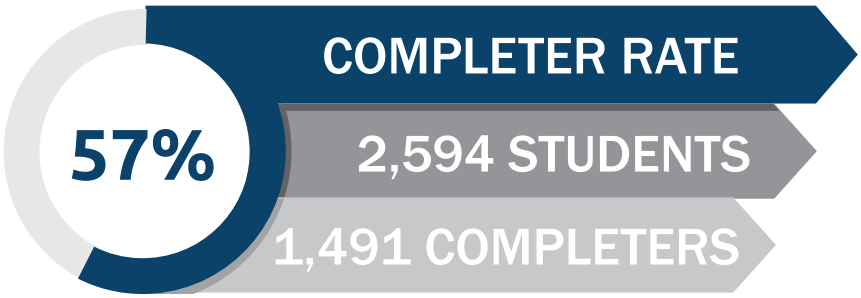
1,118 Technical college FTE enrollments

14

WORKFORCE TRAINING CENTER

6,316
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Engineered Structures, Inc.

Type of industry: Construction

Number of employees: 1,050

Training need: Engineered Structures, Inc. (ESI), which constructs large grocery stores nationwide, is developing an in-house division for refrigeration installation. To support this initiative, the company needed to train qualified construction technicians in commercial refrigeration but lacked the necessary facilities and curriculum.

How the WTC delivered: Eight ESI employees began an online bootcamp in March, covering topics such as brazing, workplace safety, effective communication and EPA 608 exam prep. The EPA 608 certification demonstrates that HVAC technicians possess the knowledge to safely handle refrigerants while complying with environmental regulations.

> **This is one of the better, if not the best, training courses I've been to. The instructors are easy to talk to and understand. It's giving me a steppingstone for the future."**
>
> **—Chuck Evans, ESI employee**

CWI COLLEGE OF WESTERN IDAHO

SkillStack® sees 34% increase in badges issued

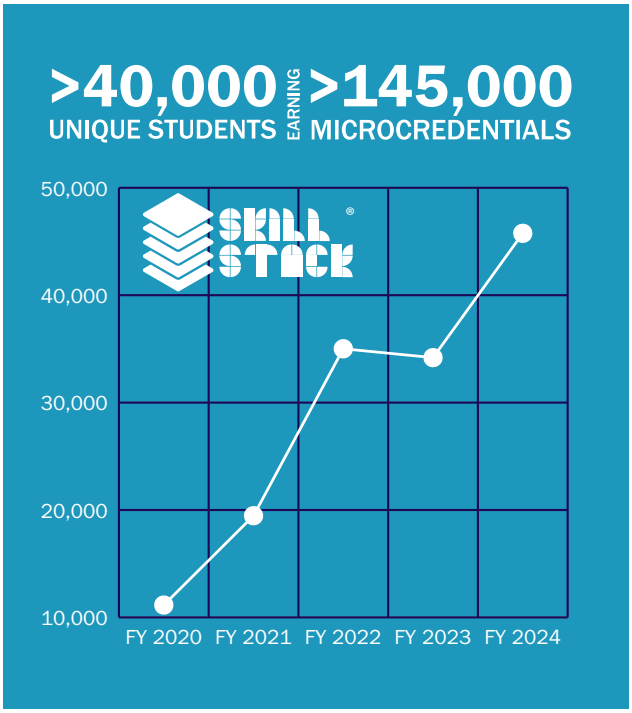
The SkillStack® microcredentialing program saw a 34% increase in the number of badges issued between the 2022-2023 and 2023-2024 school years. This growth follows the introduction of the Workforce Readiness and Career Technical Education Diploma in 2021, along with the expanded use of microcredentials in academic and CTE programs at the postsecondary level.

Launched during the 2015-2016 school year as part of Idaho's effort to enhance workforce readiness, SkillStack® provides students with targeted microcredentials that align with industry needs. The program aims to equip learners with essential skills necessary for today's job market. Each microcredential represents skills gained through rigorous training and assessment. This clarity allows employers to identify qualified candidates more easily, enhancing the employability of SkillStack® participants. With Board policy changes that went into effect during the 2023-2024 school year, postsecondary institutions can also award prior learning credit for stacked microcredentials.

The SkillStack® program uses the Open Badges standard, the world's leading format for digital badges, allowing learners to share their achievements across multiple platforms. This interoperability enhances learner mobility and supports their ability to present skills to potential employers, who can identify who issued the badge, when and where it was earned and what criteria were used to earn it.

SkillStack® has quickly become an integral part of Idaho's educational landscape. It bridges the gap between traditional education and the skills required by employers. By offering credentials that reflect specific competencies, SkillStack® prepares students for immediate entry into the workforce.

Due to its commitment to maintaining high standards, Idaho was one of 20 vendors and educational institutions invited to join the TrustEd Microcredential Coalition from 1EdTech, a global nonprofit community focused on improving the digital learning ecosystem for all learners. This coalition



includes leaders from higher education, educational technology suppliers, and K-12 districts. Additionally, representatives from Idaho have been invited to speak at several national conferences and webinars to share best practices.

"With the rise in demand for microcredentials, transparency and quality digital credentials are essential," said Heather Luchte, IDCTE's chief performance and accountability officer.

Engagement with local businesses is a critical component of SkillStack's® strategy. By collaborating with industry partners, the program regularly updates its offerings to reflect current workforce needs. This partnership benefits students and provides employers with a steady pipeline of skilled talent.

To remain at the forefront of workforce readiness, IDCTE accepted nominations for its new Idaho Microcredential Advisory Council, which will focus on developing best practices and building support for microcredentials and digital badging. Representatives from secondary and postsecondary institutions, industry partners, and employers across the state were invited to serve on the council.

"SkillStack's® growth and recognition reflect the ongoing shift towards skills-based hiring," said Luchte. "By focusing on microcredentials, the program enhances the employability of its participants and prepares them for the challenges of a rapidly changing job market."

CTSO highlights

12,730 AFFILIATED MEMBERS

Front row (L-R): Abby Foruria, Eliza Dugan, Aislyn King, Karmen Denuit, Reese Murphy, Kimber Smith, Cara Shuldberg; Second row (L-R): Alexis Saterfield, Joseph Bendel, Josh Nelson, Will Brackett, Chayse Van Eps, Makenna Denuit, Nicole Dumitrascu, Cameron Roth, Christopher Bright; Third row (L-R): Starr Hernandez-Torres, Callie-Sue Costello, Averie Lewis, Josh Bommersbach, Sara Seigler, Yvonne Shen, Parker Neddo, Emily Davis, Jentri Van Ackern, Sophia Francis, Kenzie Banks, Nicole Prosser; Fourth row (L-R): Roselynn Oviatt, Makaela Brown-Muthoni, Brooklyn Stoddard, Aubree Palmer, Jai Kommireddy, Jalen Yu, Cooper Yake, Isaac Simpson, Aiden Panicacci, Alexis Black, Noor Abdulkareem, Aiden Ward, Katie Kim, Ryan Howson, James Sullivan and River Gilbert.

- 411 total chapters
- 5,774 state conference attendees
- 1,694 national/ international conference attendees
- Two national officers elected

CTSOs are intracurricular programs designed to help students develop skills and connections for their future careers. They're also a key component of quality CTE programs. CTSOs allow students to develop leadership skills through chapter, community and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and jobs. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

BPA

- **1,981** secondary members, **88** postsecondary members.
- **40** members earned **Statesman Torch Awards**.
- **1,396** members attended the **State Leadership Conference (SLC)**.
- **275** secondary members attended the **NLC**.
- **31** postsecondary members attended the **NLC**.
- **One** national officer was elected.

DECA

- **502** secondary members.
- **418** members attended the **State Career Development Conference**.
- **240** secondary members attended the **International Career Development Conference**.

FCCLA

- **1,148** members, **69** secondary chapters, **three** postsecondary chapters.
- **464** members attended the **SLC**.
- **80** members attended the **NLC**.
- **11** chapters earned **Outstanding/Exemplary Chapter Awards**.
- **34** members completed the **Power of One Program**.
- **One** student was selected for the **Japanese exchange**.

FFA

- **6,449** secondary and postsecondary members, **101** chapters.
- **1,790** members attended the **State Convention**.
- **303** members received their **State Degree**.
- **974** members attended the **National Convention.**

HOSA—Future Health Professionals

- **1,228** members, **44** chapters.
- **908** members attended the **SLC**.
- **236** members attended the **International Leadership Conference**.
- Earned the **Gold Standards of Excellence International Award**.

SkillsUSA

- **1,108** members.
- **663** members attended the **State Leadership and Skills Conference**.
- **112** members qualified for the **National Leadership and Skills Conference**.
- Earned the **2024 Gold State Standards of Excellence Award**.
- **Meridian Technical Charter High School (MTCHS)** earned the **Gold Chapter of Excellence Award**.
- **Duane Erickson** from MTCHS received the **Advisor of the Year Award**.
- **One** national officer was elected.
- **Dr. Harold Nevill** received the **SkillsUSA Honorary Life Membership Award**.

TSA

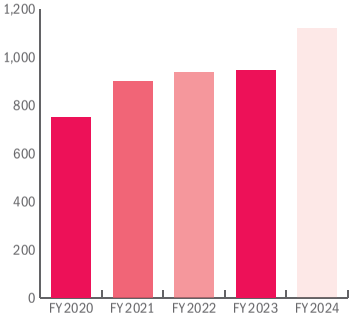
- **226** members.
- **135** members attended the **SLC**.
- **One** student from New Plymouth High School was inducted into the **TSA Honor Society**.
- **Renaissance High School** was designated as a **Top Performing Chapter**.
- **Jonathan Dransfield** from Rocky Mountain High School was named **Individual Student Performer of the Year**.

2023 | 2024

Year in Review

secondary

49% TOTAL PROGRAMS OVER FOUR YEARS

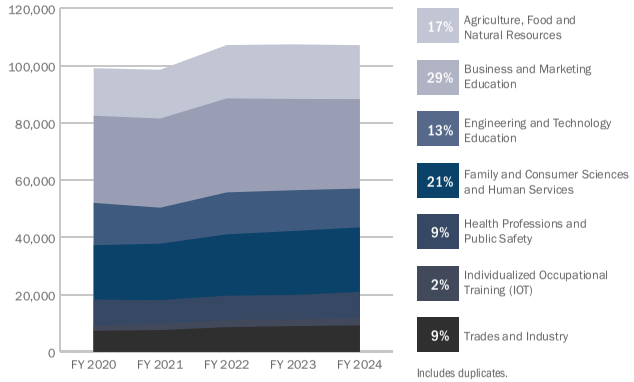


26% CLUSTER PROGRAMS

NEARLY 72K STUDENTS ENROLLED IN CTE PROGRAMS

65% RURAL

147 LOCAL EDUCATION AGENCIES



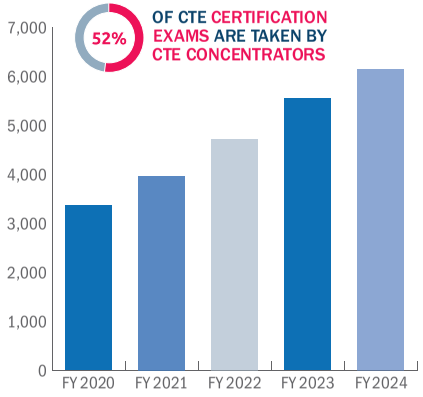
Includes duplicates.

71% OF ALL HIGH SCHOOL STUDENTS TAKE CTE COURSES

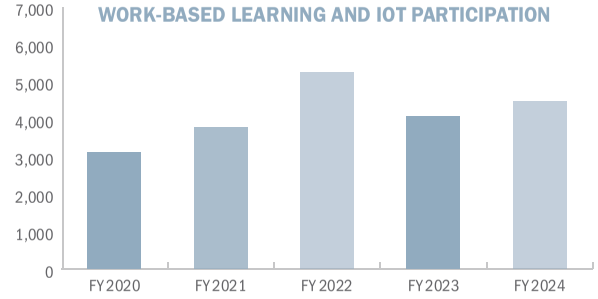
13% GROWTH IN SECONDARY CTE STUDENTS OVER 5 YEARS COMPARED TO 10% GROWTH STATEWIDE

NUMBER OF CTE CERTIFICATION EXAMS TAKEN

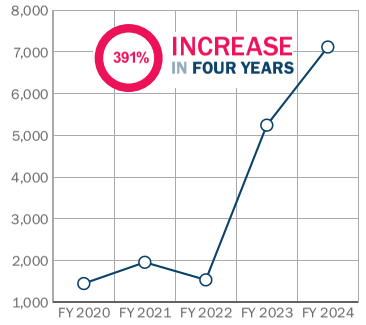
52% OF CTE CERTIFICATION EXAMS ARE TAKEN BY CTE CONCENTRATORS



WORK-BASED LEARNING AND IOT PARTICIPATION



STUDENTS ENROLLED IN DIGITAL CTE COURSES
(Idaho Digital Learning Alliance)



CTE CONCENTRATORS

A CTE CONCENTRATOR IS A JUNIOR OR SENIOR

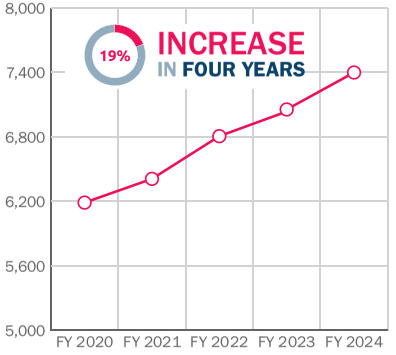
ASSESSMENT PASS RATES

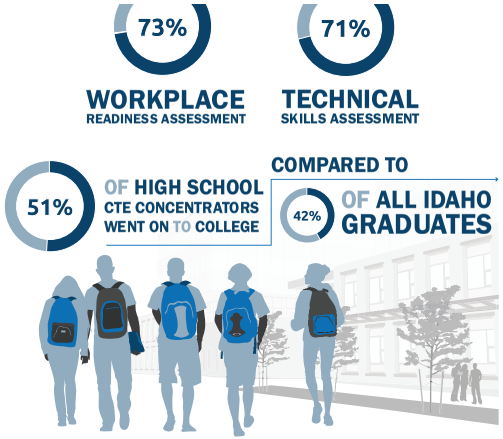
3,341 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

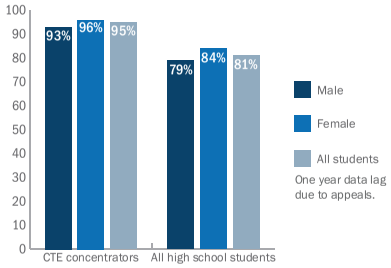
98% INCREASE IN THREE YEARS

HIGH SCHOOL GRADUATION RATES

IN A CAPSTONE CLASS



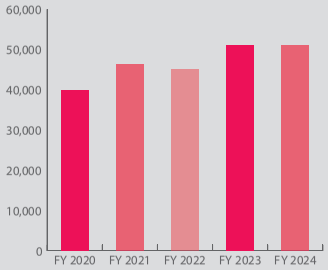


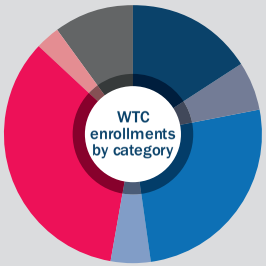


Source: National Clearinghouse and survey data

technical college system

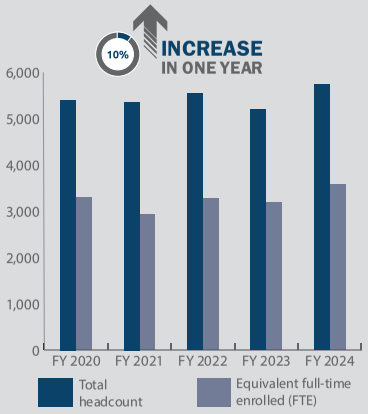
WORKFORCE TRAINING CENTERS (WTCs)





- 10% Apprenticeship
- 3% Business and Management
- 34% Health
- 5% Other
- 26% Safety training
- 6% Trades and Industry
- 16% Workforce and customized training

CERTIFICATE/DEGREE PROGRAMS

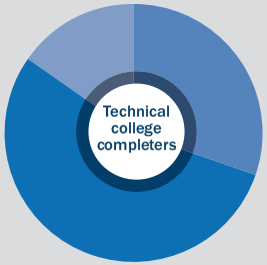


215 ACTIVE PROGRAMS

1,782 STUDENTS AWARDED CERTIFICATES AND DEGREES

7% INCREASE IN FIVE YEARS

107,831 YEAR-END CREDITS



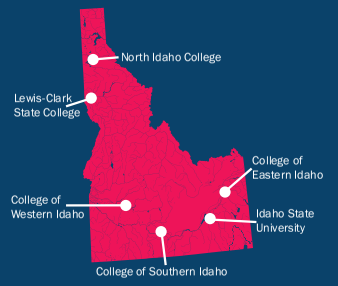
- 15% Advanced training, military, service program
- 54% Employed
- 30% Remain enrolled in postsecondary

98% POSITIVELY PLACED

Source: National Clearinghouse and survey data

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES



IDAHO
Division of Career
Technical Education

650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov

Changes to Educator Services better serve Idaho's CTE educators

IDCTE's Educator Services bureau provides essential resources, training and support to ensure Idaho's educators deliver high-quality CTE programs. This workgroup includes the Educator Certification and Professional Development sections, which work collaboratively to support CTE educators across Idaho.

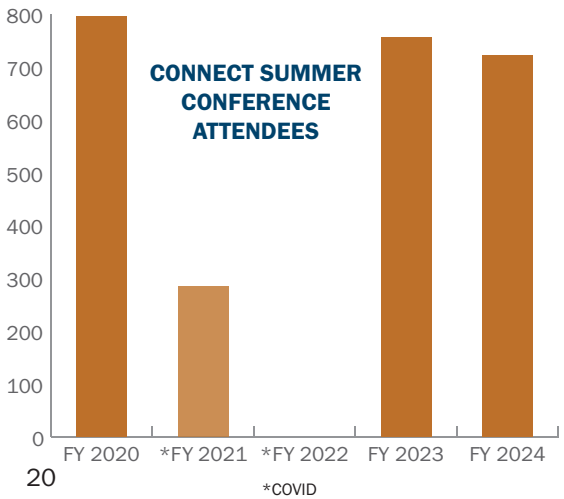
This year brought significant changes, with the promotion of Korey Mereness to chief educator officer and Lisa Costa to director of Professional Development. Additionally, the 2024 Idaho Legislature approved three new regional teacher educators to provide mentoring and support for new CTE teachers. These positions are set to be filled in fiscal year 2025, thus expanding the support network for industry specialists entering the education field.

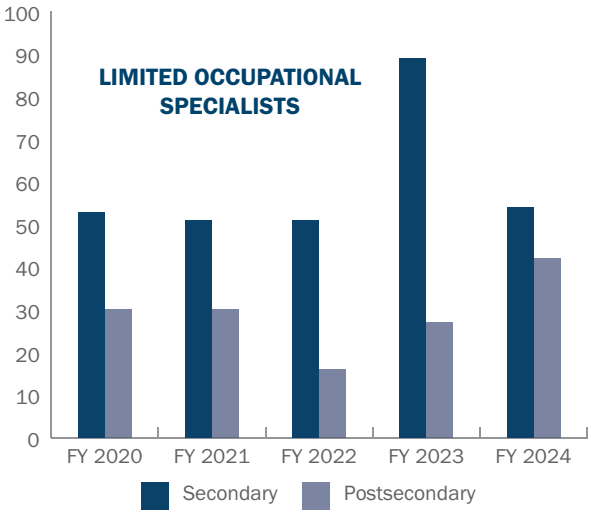
The Educator Certification team, led by Kristi Enger, assists educators by offering guidance on various routes for first-time and returning educators. The team also helps those with industry experience transition into teaching roles by recognizing their professional backgrounds. In fiscal year 2024, the team processed 516 educator certification applications, reflecting a strong commitment to maintaining a well-qualified CTE workforce.

As new teachers work toward certification renewal, the Professional Development team organizes training sessions, workshops, webinars and conferences to help them enhance their skills and gain teaching strategies and resources. In fiscal year 2024, the team hosted eight statewide workshops, attracting over 150 attendees. The team also mentors new CTE teachers, offering essential guidance during their transition into the classroom. Additionally, the team develops materials and resources to ensure all educators are equipped to meet the diverse needs of their students.

A notable highlight of the year was the launch of the First Steps Standards Professional Development Course. This Idaho State Board of Education-approved program prepares teachers to effectively deliver the First Steps Standards in career exploration courses for students in grades seven and eight. To date, 419 educators have completed the program, demonstrating its positive impact on educational practices in Idaho.

Through these initiatives, the Educator Services team continues to ensure that all CTE educators are equipped to provide high-quality education and meet the evolving needs of their students.





Enhancements in Fire Service Training improve efficiency and firefighter readiness

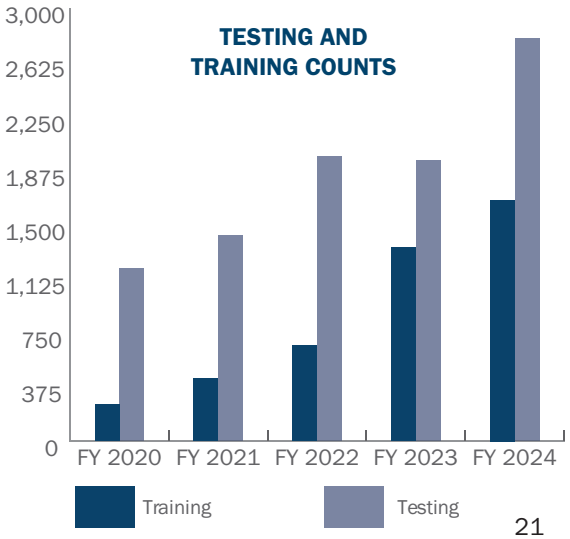
In fiscal year 2024, the Idaho Fire Service Training (FST) Program made significant progress in enhancing its training capabilities. These achievements focus on improving firefighter preparedness across the state.

In April 2024, Brad Terry was appointed as the permanent program director of FST. He has focused on building relationships within the fire service community to enhance collaboration among all regions of the state and both career and volunteer departments. Over the past year, FST also hired its first regional support specialist, Travis Myklebust, a former chief of the Lewiston Fire Department and past president of the Idaho Fire Chiefs Association. Myklebust has strengthened the relationship between the fire service community and FST. With his assistance and that of several members of the FST Advisory Council, the requirements for testing equivalency were revised to improve efficiency in International Fire Service Accreditation Congress (IFSAC) testing.

In fiscal year 2024, FST implemented a training prop rotation schedule for its key assets. The three-story mobile training tower, SimTech Driver Simulator trailer and Draeger Live Fire Training trailer have been strategically relocated throughout the state for two-month rotations. This approach allows fire departments to plan and use these resources more effectively in their training programs while reducing the need to transport each trailer across the state. To support this initiative, FST is recruiting more drivers to enhance coordination and efficiency.

In fiscal year 2025, FST will continue working on a comprehensive course catalog, which will enhance efficiency and firefighter preparedness by providing clear access to training options and requirements, allow targeted skill development and facilitate better scheduling and tracking of training progress. FST partners are assisting with updating the curriculum to support the course catalog. This structured approach encourages continuous learning and helps ensure that firefighters are equipped with the necessary skills to meet the demands of their roles.

In January 2025, IFSAC will conduct a site review to ensure FST continues to meet the criteria for accreditation. To support this, FST and industry partners are updating parts of the testing processes to help Idaho maintain its IFSAC firefighter certifications. These nationally recognized certifications provide a valuable service to the fire service and the citizens of Idaho.



Support from Center for New Directions fuels growth in autobody program

In the bustling Autobody and Paint Technology workshop of NIC's Parker Technical Education Center (PTEC), the sound of tools clanging and paint sprayers humming fills the air. Students work diligently at their stations, some meticulously prepping surfaces while others apply vibrant coats of paint. This dynamic environment reflects a growing trend: Among the 13 students enrolled, seven are female, marking the first time in the program's history that women make up more than half of the class.

Part of this increase in women enrolling in nontraditional occupations is related to outreach and support for NIC's Center for New Directions (CND), which offers essential support for single parents and displaced homemakers, as well as students going into fields traditionally held by the opposite gender.

For student Rylea Johnson, enrolling in the Autobody and Paint Technology Program was an easy next step after graduation from high school.

"I've always loved working with my hands," said Johnson. "My favorite part of the program so far is the metal bodywork aspect. It's cool to see the transformation of a vehicle from really messed up to almost perfect."

Andy Rogge, the program's lead instructor, thinks females becoming increasingly interested in the trades is a good thing.

22

"These students are great at listening to direction and also tend to be pickier on their quality of work, and that is exactly what I want to see with students as they are learning the basics of this industry," said Rogge.

To further encourage women to pursue careers in trades, the CND holds a monthly meeting called Women Wednesday, a gathering designed to create a supportive network for female students at PTEC.

"Our first Women Wednesday was so well-attended that we didn't have enough chairs," said Louisa Rogers, program coordinator for the CND. "It's amazing to see so many women come together to support each other."

Johnson acknowledges her experience is different than the other female students at PTEC.

"At Women Wednesday, they were talking about how some of them are the only female students in their program," said Johnson. "I think it's unusual for there to be so many girls in our program. But we all get along so well. And the guys in our program are really great and supportive. We all joke around and help each other out."

The program shares space with the Kootenai Technical Education Center (KTEC), allowing high school students to witness advanced work firsthand. Three of the seven female students were previously KTEC students. The growing female presence in the program reflects a broader movement towards inclusivity in the trades.

"We want to show women that they belong in these fields," said Rogers. "It's about breaking down barriers and building confidence."

> "My favorite part of the program so far is the metal bodywork aspect. It's cool to see the transformation of a vehicle from really messed up to almost perfect."
>
> –Rylea Johnson, student, NIC

IN FY 2024, 1,072 IDAHOANS WERE SERVED BY CNDs

OVER 500K CONTACT HOURS WITH PARTICIPANTS THROUGH CND WORKSHOPS

582 CHILDREN WERE INDIRECTLY SERVED BY CNDs

24% OR 261 PARTICIPANTS EARNED <$10,000 ANNUALLY FOR THEIR HOUSEHOLD

398 CLIENTS WERE SINGLE PARENTS OR DISPLACED HOMEMAKERS

78% IMPROVED THEIR EDUCATION OR EMPLOYMENT STATUS

37% OF PARTICIPANTS GRADUATED HIGH SCHOOL OR EARNED A GED PRIOR TO WORKING WITH CNDs

14% OF PARTICIPANTS WERE UNEMPLOYED PRIOR TO WORKING WITH CNDs

65% OF PARTICIPANTS WERE WOMEN

24% OF PARTICIPANTS WERE BETWEEN 25 AND 34

WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

CNDs play a crucial role in supporting students enrolled in Idaho's CTE programs. Located at Idaho's six technical colleges, CNDs are designed to assist individuals who may face barriers to educational and career success, such as single parents or displaced homemakers. CNDs provide a range of services aimed at helping students complete their CTE programs and prepare for rewarding careers.

CNDs were supported by dedicated funds totaling $150,000 in fiscal year 2024. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job services offices, workforce investment boards, correctional facilities and technical colleges to avoid duplication of effort and ensure each participant has access to:

- **Personalized support:** CNDs offer tailored guidance and mentorship, helping students navigate challenges related to life, education and employment.
- **Financial assistance:** CNDs provide resources for scholarships, tuition waivers and materials, alleviating some of the financial burdens that can hinder program completion.
- **Skill development:** Through workshops and training sessions, students enhance essential skills such as resume writing, interview techniques and job readiness.
- **Networking opportunities:** CNDs connect students with industry professionals and potential employers, facilitating valuable networking that can lead to internships and job placements.

By addressing each student's unique needs, CNDs significantly increase the likelihood of successful program completion. Students gain technical skills, confidence and resources necessary to thrive in their chosen fields, strengthening Idaho's workforce and promoting economic growth across the state.

Adult Education Student of the Year earns GED, phlebotomy certificate

Maritza Carmona, 47, a mother of four and grandmother of 14, dropped out of school in 1993 in the ninth grade to raise her first son. Though she always intended to finish her education, she realized later that earning her GED was essential to move forward. It wasn't until her youngest child turned 21 last year that Carmona decided to focus on her own goals.

She enrolled in GED classes at the College of Southern Idaho (CSI) while simultaneously working as a DoorDash driver. Balancing work and study, Carmona turned her car into a mobile classroom.

"I did my homework between deliveries, with books on my lap, working on math or reading while waiting for the next order," said Carmona. "I worked long hours, sometimes from 7 a.m. until 10 or 11 p.m., but it was worth it to stay in class."

Throughout this process, Carmona's teachers and fellow students provided critical support.

"I had two great teachers who encouraged me to keep going," she said. "They helped me believe in myself, even when I doubted my ability."

Carmona's path wasn't without challenges. She encountered difficulties with some of her classes, particularly math.

"I struggled with the way my teacher explained things. I just couldn't grasp her method," said Carmona.

But she wasn't the only one. Other students had the same issue, so they started helping each other out. Together with her classmates, Carmona advocated for a slower pace and clearer explanations.

"I spoke up for the group, and we were able to ask the teacher to slow down and go over things more thoroughly," said Carmona. "It helped everyone."

Despite feeling overwhelmed at times, Carmona kept pushing forward, motivated by the support of her family.

"My kids kept reminding me that my mom, who had passed away in 2021, was watching over me," said Carmona. "They told me she would be proud of me."

> **Getting your GED is not just a piece of paper. It's a key to everything. It opens doors for me and for anyone who is willing to put in the effort, and no one can take that key away from you."**
>
> **–Maritza Carmona, 2024 Adult Education Student of the Year**

After earning her GED, Carmona used funding from Idaho LAUNCH to pursue a phlebotomy certification, which opened more career opportunities. She now works as a Certified Nursing Assistant and phlebotomist at Family Health Services in Jerome, Idaho. Looking ahead, Carmona plans to advance further in the medical field, with aspirations to become a Certified Medical Assistant (CMA) or Licensed Practical Nurse. She credits her GED as the key that unlocked these opportunities. For her tenacity, perseverance, and advocacy for herself and other students, Carmona was named Idaho's 2024 Adult Education Student of the Year.

"On the day I found out, I was feeling down, doubting myself, wondering if I could keep up with everything," said Carmona. "When I got the message that I was Student of the Year, it brought me to tears. I realized—wow, people are noticing me, even when I didn't think anyone was paying attention."

In recognition of her achievement, Carmona was invited to attend Governor Little's Adult Education and Family Literacy Week proclamation signing on Sept. 20, 2024, in Boise.

Carmona's advice to others considering returning to school is simple: Don't let age or self-doubt hold you back.

"Age shouldn't be an excuse to not better yourself," said Carmona. "Getting your GED is not just a piece of paper. It's a key to everything. It opens doors for me and for anyone who is willing to put in the effort, and no one can take that key away from you."

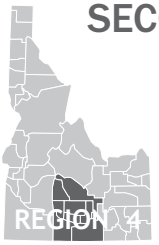
WHAT DOES ADULT EDUCATION INCLUDE?

When most people hear "Adult Education" (AE), they think of pursuing a GED certificate. But today's AE programs encompass a wide range of learners with distinct needs and goals, including:

- **College and career preparation:** College and career preparation programs provide specialized training and education tailored to specific industries or professions. Whether mastering new technologies or developing leadership skills, these programs empower adults to advance their careers, embark on new professional journeys and thrive in the rapidly evolving job market.
- **Basic literacy:** Adult basic literacy programs aim to empower individuals by providing fundamental skills in reading, writing and math, fostering confidence and employability. These programs also facilitate improved communication, enabling better integration into society and offering pathways for further education or vocational training.
- **English language acquisition:** AE programs focusing on English language acquisition help non-native speakers enhance their communication skills. From everyday conversation to professional correspondence, these initiatives facilitate integration into English-speaking communities and open doors to other educational and employment opportunities.
- **IET:** IET programs combine basic skills development with occupational training, ensuring that learners acquire essential academic skills and gain practical knowledge relevant to their chosen fields. This integrated approach maximizes learning efficiency, equipping adults with a well-rounded skill set for success.

No matter where or when someone chooses to begin their journey, AE programs are designed to adapt to their diverse needs and aspirations, fostering a lifelong pursuit of knowledge and growth.

SECONDARY



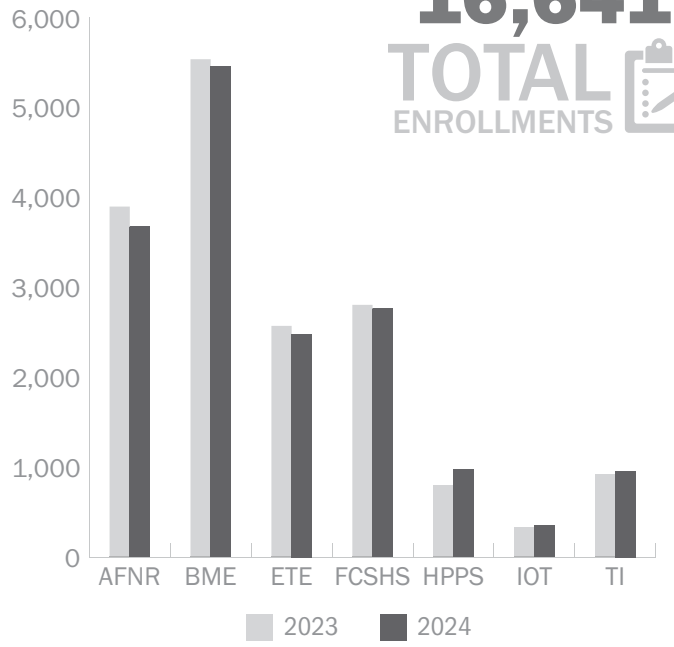
883 CTE CONCENTRATORS

171 TOTAL PROGRAMS

13% INCREASE OVER FY 2023

16,641 TOTAL ENROLLMENTS

2,891 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

23 LEAs

91% WERE RURAL

86% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

815 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF SOUTHERN IDAHO

44
Active programs

9% INCREASE OVER FY 2023

1,186
Students enrolled in CTE programs (headcount)

22,905
Year-end credits

321
Students awarded degrees/ certificates

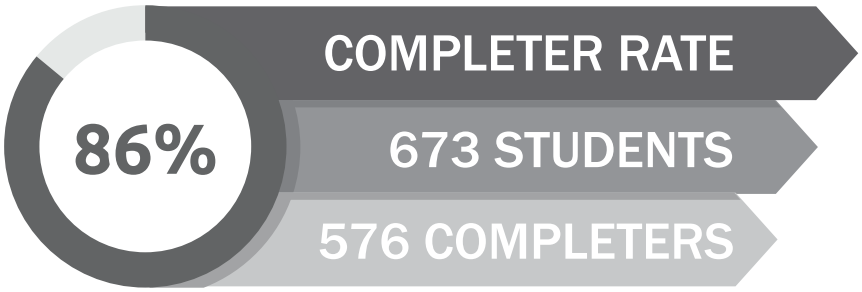
763
Technical college FTE enrollments

26

WORKFORCE TRAINING CENTER

7,414
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Amalgamated Sugar

Type of industry: Food processing

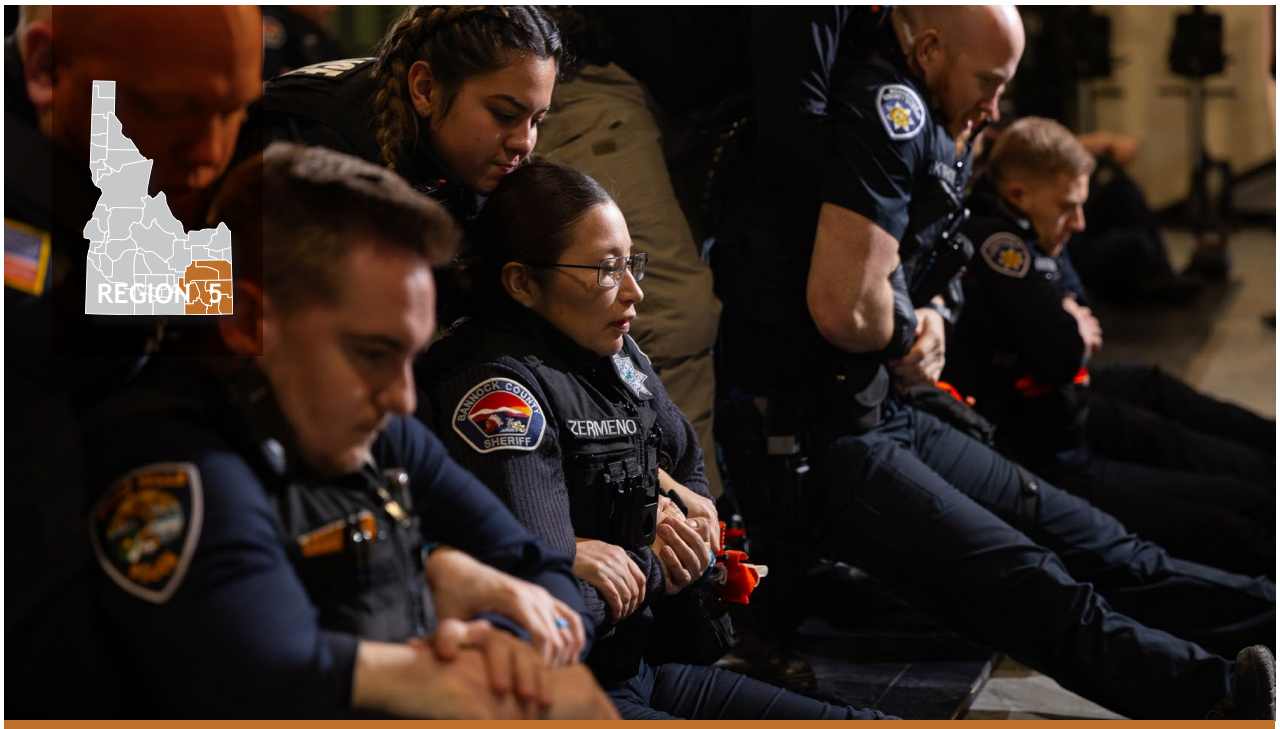
Number of employees: 1,700

Training need: Amalgamated Sugar worked with CSI's WTC to invest in its workforce through a Maintenance Technician Apprenticeship Program. The company faced a loss of tenure and experience as older tradesmen retired, creating a need to replenish its workforce with employees who have specialty knowledge.

How the WTC delivered: The Maintenance Technician Apprenticeship Program allows Amalgamated Sugar to select current employees for advancement. It offers experience and skill development to employees interested in learning a trade, leading to certification for millwright roles. In January 2023, CSI launched the program at its Mini-Cassia campus, with five employees from Amalgamated Sugar participating. In May 2023, discussions began for a partnership in Twin Falls, where four apprentices are now working. Instructors report that students are asking more advanced questions on the job, and participants say they can apply their classroom learning at the factory.

> "Whatever they learn in class is where we're putting them. We're teaming up to match hands-on experience with their homework."
>
> — Danielle Bingham, district human resource manager, Amalgamated Sugar

COLLEGE OF SOUTHERN IDAHO



SkillStack® enhances law enforcement education at Idaho State University

Historically, the Idaho State University (ISU) Law Enforcement Program attracted only three to four students each semester who enrolled at ISU without prior connections to law enforcement agencies. Instead, most of the law enforcement participants had already been hired by a local law enforcement agency but needed to complete their Peace Officer Standards and Training (POST) to continue working, with their agencies covering the costs of their coursework through the WTC. Because of this enrollment process, these students weren't enrolled as degree-seeking students, so they couldn't receive ISU credit toward a certificate for their efforts.

To earn a degree, which benefits career advancement, these students previously had to navigate an extensive prior learning assessment process. However, this approach saw little success, with very few applications submitted over the program's history. The program aimed to find a more effective way to recognize students' accomplishments while satisfying the requirements for a Basic Technical Certificate (BTC).

The IDCTE SkillStack® microcredentialing program offered a unique solution to this challenge.

ISU faculty contacted IDCTE to discuss converting existing coursework into a series of stacked badges. After the university provost, registrar and College of Technology dean granted provisional approval for the process to begin as a pilot, the IDCTE team aligned the badges with the law enforcement curriculum, demonstrating how the activities associated with the badges matched the courses' learning outcomes. A key challenge was ensuring that students could enroll without incurring extra costs. To address this, the ISU team created a zero-credit course, allowing students to pay an application fee to ISU. After completing the coursework, instructors log achievements in SkillStack® and send a memo of completion to the university registrar to award academic credit. This streamlined process integrated practical training with academic recognition, enabling students to apply for graduation.

> **I can use the college credits I earned while [I also] obtain my Idaho POST Certification."**
>
> **–Benjamin Avolio, ISU Law Enforcement student**

"SkillStack® is a neat program. I can use the college credits I earned while [I also] obtain my Idaho POST Certification," said Benjamin Avolio, a current ISU Law Enforcement student.

Since implementing SkillStack®, the number of BTC recipients in the law enforcement program increased dramatically, from 15 over five years to 38 in the first year. More importantly, law enforcement agencies have expressed strong support for the program, encouraging their officers to participate to enhance career prospects.

By sharing this successful model, ISU aims to improve law enforcement training across Idaho and foster cooperation among educational institutions, with the College of Western Idaho and CSI expressing interest in adopting SkillStack® for their programs. Overall, the SkillStack® microcredentialing program at ISU represents a significant shift in law enforcement education, enhancing the educational experience for students and contributing to more effective training in the state. This innovative approach sets a precedent for similar initiatives in other programs and institutions.

WHAT ARE MICROCREDENTIALS?

SkillStack® is a microcredential platform that allows Idaho's educators to validate the skills their learners demonstrate proficiency in, leading to industry-relevant digital badges.

Microcredentials are recognized credentials awarded to learners for mastering skills or concepts defined by industry and educators. They're developed through a collaborative process that engages industry, educators and other stakeholders to ensure they reflect the skills needed for success.

A digital badge serves as a visual representation of a microcredential, embedded with data to verify a learner's skills and achievements. Each badge's criteria are developed with industry input.

Digital badges have several key characteristics:

- **Verifiable:** Prospective employers or postsecondary institutions can identify who issued the badge, when and where it was earned and what criteria were used to earn it.
- **Stackable**: A set of organized microcredentials can be stacked to symbolize progressive levels of proficiency, complexity and achievement.
- **Portable:** Individuals can access their badges indefinitely and share them via social media or embed them in a resume for prospective or current employers or postsecondary institutions.

Program standards for each badge are established through a collaborative process involving industry, college and university faculty, secondary educators and other stakeholders. As students provide evidence of their competencies, educators evaluate these skills based on common assessments. Once all skills for a badge are validated, the information is entered into the SkillStack® platform and badges are issued.

Unlike traditional degrees that cover broad fields of study, microcredentials focus on specific skill sets, making them appealing to employers seeking specialized knowledge. These certifications can be earned through online courses, workshops or other educational activities, providing a flexible pathway for individuals to demonstrate their expertise.

SECONDARY

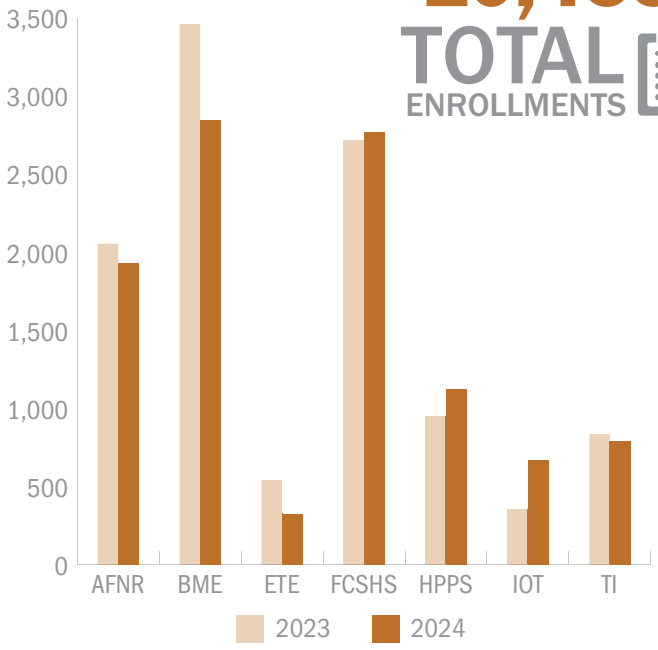
640 CTE CONCENTRATORS

133 TOTAL PROGRAMS

41% INCREASE OVER FY 2023

10,455 TOTAL ENROLLMENTS

3,319 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

14 LEAs WERE RURAL

86%

75% OF SECONDARY STUDENTS TAKE CTE COURSES

203 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—IDAHO STATE UNIVERSITY

28
Active programs

6% INCREASE OVER FY 2023

1,180
Students enrolled in CTE programs (headcount)

20,727
Year-end credits

410
Students awarded degrees/ certificates

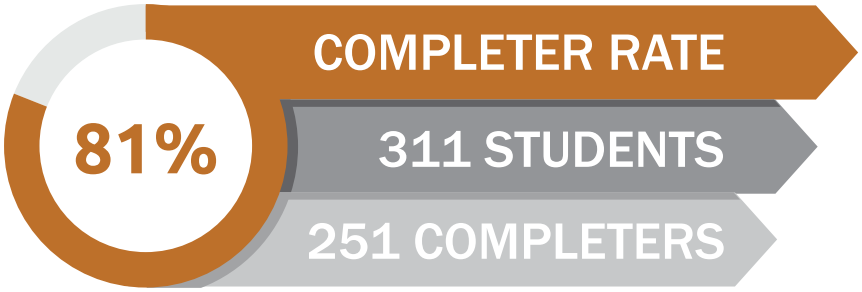
691
Technical college FTE enrollments

30

WORKFORCE TRAINING CENTER

13,305
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Platinum Plumbing

Type of industry: Plumbing

Number of employees: Six

Training need: As a growing plumbing company in Pocatello, Platinum Plumbing requires skilled, licensed professionals to address various residential and commercial plumbing needs. The company wanted structured training that encompasses technical knowledge, safety practices, regulatory codes and customer service.

How WTC delivered: Platinum Plumbing partners with the WTC to provide a four-year Plumbing Apprenticeship Program. This program aligns classroom instruction with state licensure requirements, equipping apprentices with essential skills. The company collaborates closely with the WTC to ensure the curriculum meets the evolving needs of the industry

> “Their commitment to providing hands-on training opportunities, in addition to didactic instruction, showcases their investment in the foundation, health and well-being of our community by administering quality education to our tradespeople.”
>
> –Tana Christensen, co-owner, Platinum Plumbing

Idaho State University

Health professions programs bridge community and career

Kay Gardner spent three decades at the Pocatello Children's Clinic, taking on various roles in billing, collections and reception. Though she loved working in healthcare, she knew she didn't want to remain in clerical work until retirement. What she didn't know was that her husband, Mike, would be the key to helping her discover her calling.

"Mike was a paramedic who often taught night classes at local colleges, so he was gone all the time. I said, 'You know, I really don't like staying home alone, so I'm going to take an emergency medical technician (EMT) class so I can teach with you,'" Gardner recalled. "I took the class, and as part of it, you get to run on the ambulance, and it just stirred my soul."

After taking the EMT class, Gardner continued her work at the clinic and served in the reserves at the Blackfoot Fire Department. In 2019, an opportunity aligned her career with her newfound passion. When her husband retired, an acquaintance contacted him about taking over her EMT class at Idaho Falls School District No. 91's Career and Technical Education Center. Eager for a new direction, Gardner jumped at the chance.

"I suggested I take the position and haven't looked back," said Gardner.

Gardner used her experience and connections as an EMT to reimagine the year-long program, which includes dual credit through CSI. Classes run for two hours a day, four days a week. The extensive curriculum incorporates allied health, medical terminology and optional modules such as blood glucose monitoring and IV training. The CMA program is also a year-long program. Although students are technically supposed to receive an hour of CMA instruction each day, there's considerable overlap between the programs.

"EMTs and CMAs both need to know medical terminology and allied health. They all earn their Assist with Medications, CPR, OSHA and Stop the Bleed Certifications. I just figure the more they know the better prepared they are for the world," said Gardner. "In addition to clinical skills, CMAs also need to have clerical skills, so that's the main difference."

Gardner's connections have led to a strong technical advisory committee (TAC) that supports her programs by donating

> I took the class, and as part of it, you get to run on the ambulance, and it just stirred my soul."
>
> –Kay Gardner, CMA and EMT instructor

equipment and providing guidance on skills and equipment students need. In addition to providing internships and hands-on experience, TAC members also volunteer in the classroom.

"I can't do skills training with this many kids and have them be safe, so I have people who do this for a job come in to help teach and test," Gardner explains. "Bonneville County Fire members were here practically as much as I was last year."

This collaborative effort fosters a sense of community among the emergency medical services (EMS) in Southeast Idaho, with active participation from Central Fire Department in Rigby, Bonneville County Fire District in Idaho Falls, Idaho Falls Fire Department and Ammon Fire Department.

Upon completion of the program, students are prepared to take the National Registry of Emergency Medical Technicians exam.

"Some of my students go straight into industry as EMTs, and most of them go on to do fire services as well," said Gardner. "I try to make sure that even if EMS isn't their pathway, they learn something that will help them in their career."

WHAT ARE TECHNICAL ADVISORY COMMITTEES?

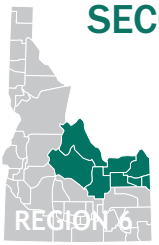
TACs play a vital role in CTE programs by bridging the gap between education and industry. Comprised of professionals from relevant fields, TACs advise instructors on the skills and equipment students need to succeed in today's job market. They help ensure that curricula remain current and aligned with industry standards, which is essential for preparing students for future employment.

In addition to offering guidance, TACs often provide valuable donations, including equipment and supplies that might otherwise be out of reach for educational entities. This support allows students to gain hands-on experience with the tools and technologies they will encounter in their careers. Many TACs also facilitate internships and job shadowing opportunities, giving students real-world exposure and practical skills.

For employers, partnering with TACs creates a pathway to build a skilled workforce. By investing in CTE programs, businesses can help shape the training of future employees, ensuring graduates are job-ready and familiar with the latest industry practices. This collaboration not only enhances the educational experience for students but also strengthens community ties and fosters a sense of shared purpose.

TACs play a crucial role in creating quality CTE programs. By advising instructors, providing resources and offering opportunities for hands-on learning, they help ensure that students receive the training they need to thrive in their chosen fields. In return, employers gain access to a pipeline of skilled workers prepared to meet the demands of the workforce.

SECONDARY



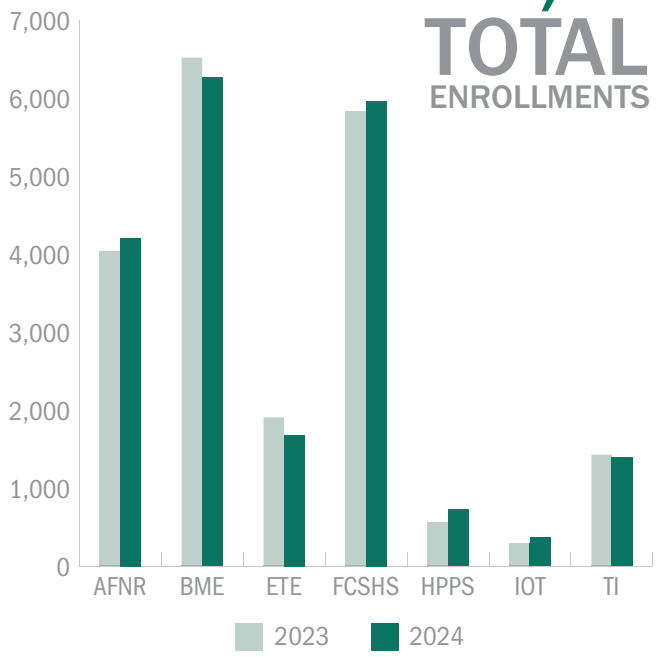
1,477 CTE CONCENTRATORS

180 TOTAL PROGRAMS

22% INCREASE OVER FY 2023

20,591 TOTAL ENROLLMENTS

9,584 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

22 LEAs 77% WERE RURAL

75% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

429 CTE DIPLOMAS AWARDED

AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF EASTERN IDAHO

22
Active programs

1% INCREASE OVER FY 2023

679
Students enrolled in CTE programs (headcount)

12,470
Year-end credits

301
Students awarded degrees/ certificates

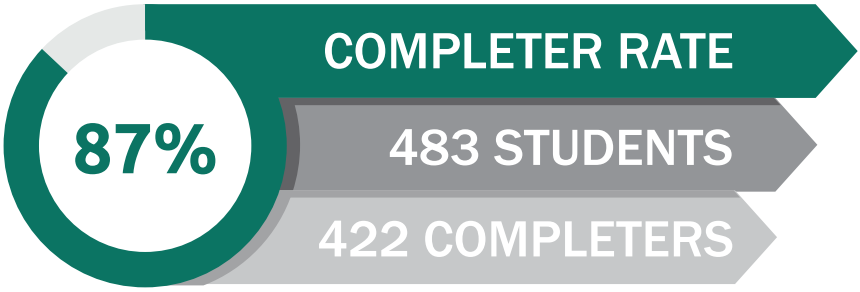
415
Technical college FTE enrollments

34

WORKFORCE TRAINING CENTER

13,784
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Idaho Steel

Type of industry: Fabrication and machining

Number of employees: 150

Description of training need: Idaho Steel manufactures equipment for the food processing industry and struggles to find qualified machine operators. The company expressed interest in enrolling several current employees in a short-term machine operator course, offering to fund their training.

How the WTC delivered: Previously, CEI had a machine operator course that was closed due to low enrollment. The WTC team revitalized the program by getting the machinery operational again and collaborating with Haas Automation, Inc., to create a new curriculum. Over two weeks, 10 employees received 40 hours of hands-on training, leading to a nationally recognized certification. All participants completed the training and passed the certification test, acquiring valuable skills to advance their careers.

> Idaho Steel is proud to continue investing in the students who have a passion for the trades."
>
> –Heidi Oyola, head of HR, Idaho Steel

College of Eastern Idaho

Adult Education

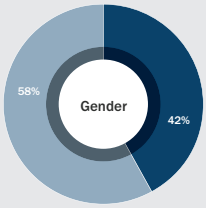
AE collaborates with employers, workforce training and CTE to prepare students for in-demand career pathways. AE provides several services to the six technical colleges and the Idaho Department of Correction.

OF **STUDENTS** ARE CO-ENROLLED IN **WIOA***

*WORKFORCE INNOVATION AND OPPORTUNITY ACT

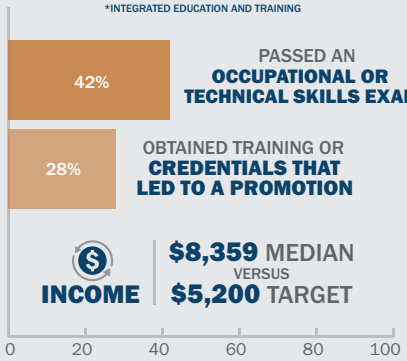
IELCE* STUDENTS ATTAINED A **POSTSECONDARY CREDENTIAL**

*INTEGRATED ENGLISH LANGUAGE AND CIVICS EDUCATION

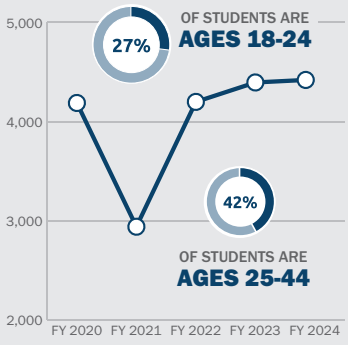


IET* PARTICIPANTS

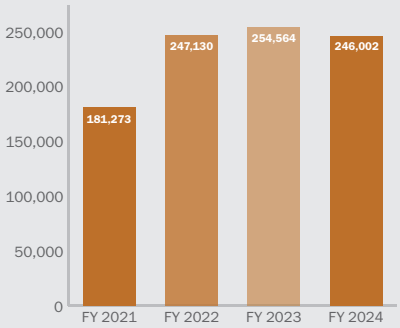
*INTEGRATED EDUCATION AND TRAINING



NUMBER OF CLIENTS SERVED



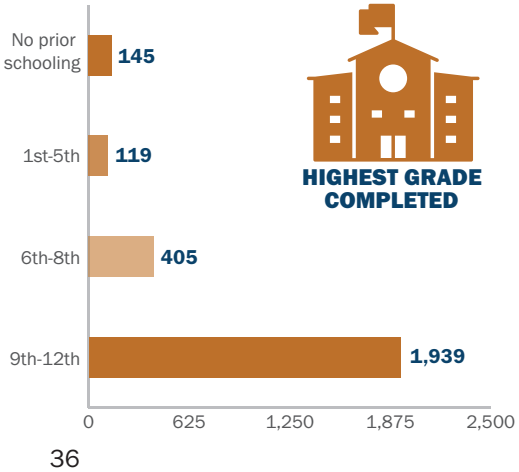
INSTRUCTIONAL HOURS PROVIDED



GED

OF GED TEST TAKERS DID NOT FINISH HIGH SCHOOL DUE TO PERSONAL OR ACADEMIC REASONS

1,886 OF 2,290 GED COMPLETERS **PASSED THEIR GED TEST**



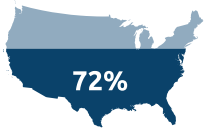
HIGHEST GRADE COMPLETED

AGE GROUPS OF GED PASSERS

16-21

22+

IDAHO **PASS RATE** COMPARED TO NATIONAL **PASS RATE**

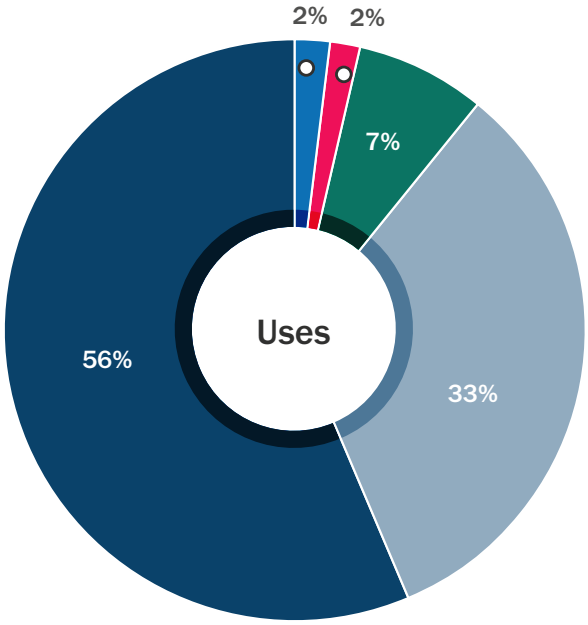


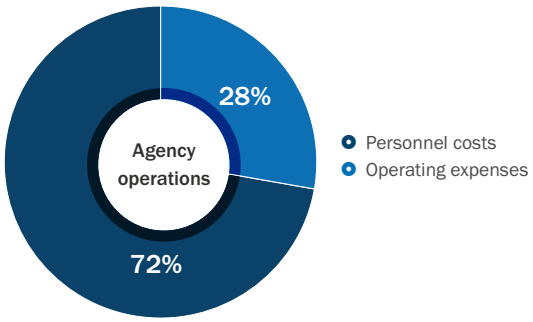
OF GED TEST TAKERS **USE AE TO PREPARE**

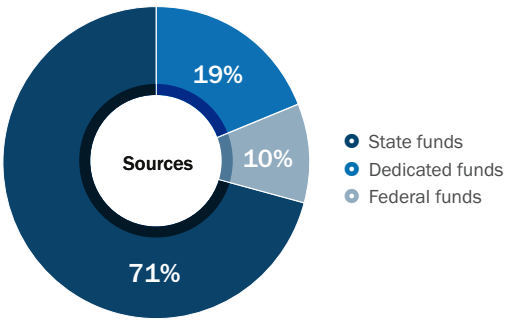
Financial overview

IDCTE RECEIVED $108,296,800 IN APPROPRIATIONS AND HAD 45 EMPLOYEES FOR FY 2024

Administrative services	**$2,355,000**
Operating expenses	$387,000
Personnel costs	$1,936,600
Capital expenses	$11,400
Secondary and general programs	**$35,511,700**
Operating expenses	$542,000
Personnel costs	$1,951,300
Federal funds	$4,021,700
Program distribution	$33,018,400
Added-cost operating support	$28,765,630
Agriculture and Natural Resources	$442,500
Program Quality Initiative	$634,870
Secondary Perkins grant programs	$2,985,400
Workforce Readiness Incentives	$190,000
Technical college system	**$60,847,900**
Operating expenses	$5,242,600
Personnel costs	$47,919,800
Program distribution	$60,847,900
Federal funds (distributed)	$2,685,500
Related programs	**$7,771,400**
Dedicated funds	$252,800
Federal funds	$4,507,500
Operating expenses	$236,200
Personnel costs	$1,073,200
Program distribution	$6,012,200
Adult Education	$4,565,400
Centers for New Directions	$170,000
Fire Service Training	$240,513
Workforce Training Centers	$1,209,000
Educator services	**$1,810,800**
Connect Summer Conference	$275,000
Operating expenses	$237,900
Personnel costs	$595,400
Program distribution	$702,500







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Looking ahead

IDAHO
Division of Career Technical Education

Reflecting on the past year, we've emphasized connecting more deeply with the field and strengthening relationships with our educators. Our commitment to innovation remains steadfast as we look ahead to the coming year. We're dedicated to leveraging new and emerging technologies to ensure our programming and learning opportunities are not outdated before our students arrive.

We're excited to reimagine our InSpIRE Ready! Program and leverage our new positions to support new educators in the field. We recognize the importance of reducing barriers to entering the teaching profession, particularly for CTE educators. Our efforts will focus on simplifying application processes and enhancing support for all educators—not just those new to the profession.

Advocating for additional technical college and secondary program resources will be top priorities. Rising operating costs, driven by increased enrollment and higher consumable expenses, pose significant challenges. To address this, we'll work strategically to engage with employers, ensuring that our education system aligns with workforce needs and keeps Idaho competitive.

Finally, we're committed to fostering stronger collaboration across the broader education ecosystem, working closely with higher education institutions and the Idaho Department of Education to ensure our efforts continue to drive student success and meet the needs of our communities. At the same time, we'll focus on building the necessary infrastructure that empowers both learners and employers, creating opportunities that align with the demands of our evolving economy. Together, we're paving the way for a brighter, more sustainable future for CTE in Idaho.

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2024/1,000/AR24

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Division of Career Technical Education

Idaho Division of Career Technical Education

Operational Framework FY 2024 – FY 2028

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
I. Enhance and guarantee operational effectiveness and collaboration			
A. Design and develop a comprehensive program data management system	FY 2023 – Release RFP FY 2024 – Begin FY 2025 – Implementation	Special Projects Coordinator	1. Identify key components. 2. Produce and prepare for release of formal request for proposal. 3. Identify vendor and build system. 4. Identifying initial project team and future staffing needs for ongoing support, maintenance, and enhancements. 5. Enhance data elements and leverage results for improvement ○ Articulate and validate definitions for reporting ○ Enhance data reporting connectivity ○ Develop data visualizations ○ Leverage ISEE staff to create reports related to CTE data ○ Provide professional development for staff on data-driven performance improvement.
B. Identify, improve, and produce documents for agency processes	FY 2024	Assistant Director of Federal and Related Programs on behalf of Leadership Team	1. Offer quarterly surveys for staff to identify needs 2. Leadership identify unit specific areas of improvement 3. File structure and application uses
C. Build intentional connections and collaboration between departments and units	FY 2024	Chief of Staff on behalf of Management Team	1. Develop road-maps, project management scopes, and functional steps. 2. Host annual and ongoing process update meetings 3. Develop OneNote Notebook for processes 4. Include CTE Staff on GreenRope communications 5. Ensure supervisors report-back on DMT and DLT meetings.
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Acting Director	1. Confirm asset list 2. Process ownership transfers 3. Relocate equipment 4. Repair/Replace/Re-logo equipment 5. Establish equipment rotation calendar and use documentation
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	1. Develop handbook and/or guide including naming conventions, tags, branding, responsibilities 2. Framework on annual timeline including audits and leveraging operational survey results for improvements 3. Launch of agency-wide calendar feature

Originally Published: October 31, 2023 | **Updated**: February 26, 2024

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
F. Develop framework for policy makers and stakeholder engagement and learning.	FY 2025	Administrator	1. Enhance understanding and knowledge of career technical education 2. Legislative tours and roadshow. 3. Host regional listening sessions. 4. Host annual legislative recap and impact meeting for staff. 5. Enhance communication for FST Council and stakeholders. 6. Enhance partnerships and communication to districts (rural and urban)
G. Ensure intentional partnerships and collaborations with external organizations and agencies.	FY 2024 – Begin FY 2025 – Implementation	Administrator on behalf of Leadership Team	1. Produce internal document identifying staff assignments and responsibilities on committees, boards, councils, or organizations. 2. Targeting two-way communication 3. Identify strategies to build and enhance relationships 4. Explore and lead comprehensive learner record concept
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	1. Operationalize the new definition of microcredential and use for the state of Idaho. 2. Identify appropriate teachers as eligible badge providers. 3. Ensure SkillStack® training occurs during First Camp 4. Take appropriate steps necessary to remove Technical Competency Credit throughout system 5. Launch campaign for SkillStack® Recruit
I. Enhance relationships with Idaho's educational system	FY 2024 – Begin FY 2028 – Ongoing	Administrator	1. Identifying regional technical support and assistance 2. Proactively identify opportunities for local districts including building-level training networking 3. Enhance CTE knowledge and understanding 4. Explore working relationships with local boards of trustees 5. Enhance working relationships with relevant state agencies 6. Engage in new superintendent training
J. Develop comprehensive communication/marketing plan	FY 2026	Director of Communications	1. Incorporate field work into social media 2. Create social media plan 3. Develop timeline for annual report submission 4. Monitor annual operational survey results for improvement 5. Produce documents to visualize overlap in services and programming
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	1. Initial review, prioritize, and finalize 2030 staffing needs 2. Annual review of 2030 staffing goals 3. Complete a workload analysis
II. Foster and lead quality programs			
A. Complete program prioritization and standards revision.	FY 2023 – Begin FY 2027 – Implementation	Assistant Director of Program Quality	1. Establish program prioritization metrics to ensure programs have alignment to regional and state labor need 2. Finalize quarterly plan for programs 3. Phasing out TCC

Originally Published: October 31, 2023 | **Updated**: February 26, 2024

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
B. Ensure alignment with workplace readiness, student leadership, and academic content standards	FY 2026	Chief Program Officer	1. Finalize standards for student leadership 2. Create badges as applicable 3. Create resources for districts to align applied learning to academic standards
C. Explore, identify, and articulate standard interconnectivities.	FY 2025 – Begin FY 2026 – Implementation	Chief Program Officer	1. Identify appropriate stakeholders 2. Learn about possible solutions 3. Create roadmap to visualize
D. Review, revise, and publish new technical advisory committee framework	FY 2025 – Begin FY 2026 - Implementation	Assistant Director of Program Quality	1. Gather input on best practices 2. Ensure alignment with other state initiatives on workforce engagement 3. Include necessary items for Perkins input groups 4. Publish, communicate, and train field on updated framework 5. Explore collecting TAC members and contact information
E. Ensure program reviews are used to improve program quality and identifying ways to make enhancements	FY 2025 – Begin FY 2026 - Implementation	Chief Program Officer	1. Leverage program data including Perkins measures 2. Implement feedback survey 3. Explore technical assistance grants requirements
F. Implement student leadership standards	FY 2026	Assistant Director of Student Leadership	1. Design and develop training resources for educators 2. Develop educator badges for advisors
G. Update, enhance, and improve Perkins 4-year plan	FY 2024 & FY 2028	Perkins Program Director	1. Timeline for CLNA 2. Identifying appropriate staff for engagement 3. Prepare updated 4-year plan for approval by Board
H. Review, revise, and enhance Fire Service Training programming and services.	FY 2025	Fire Service Training Acting Program Director	1. Update testing system and software and explore online testing platform 2. Enhanced initial and ongoing operational training for field instructors/evaluators 3. Produce course catalog 4. Explore options and identify next steps for updated records management system
I. Partner with relevant agencies to explore a single state-wide credential of value inventory	FY 2027	Assistant Director of Program Quality	1. Identify agencies as contributors to the process and implement the final works
J. Ensure success launch of middle school programming.	FY 2025	Middle School Program Quality Manager	1. Define programming 2. Funding 3. Professional development
K. Coordination and ensuring sustainability for state program funding	FY 2026	Chief Administrative Officer	1. Reporting and accountability ○ Postsecondary ○ Secondary (program added-cost; career technical center added-cost, etc.) aligned to program prioritization work.

Originally Published: October 31, 2023 | **Updated**: February 26, 2024

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
III. Provide dynamic educator services			
A. Develop and launch an educator certification platform	FY 2025 – Begin FY 2026 – Implementation	Director of Educator Certification	1. Develop framework and key components needed 2. Identify vendor or existing platform 3. Ensure functionality with ISEE and other relevant systems
B. Create microcredentials to be awarded in SkillStack®	FY 2024 – Begin FY 2026 – Implementation	Director of Professional Development	1. Recognizing professional development activities 2. Ongoing educator training 3. Report functionality for renewal of certification
C. Update course and ISEE manual	FY 2024 – Begin FY 2025 – Implementation	Director of Educator Certification	1. Finalize user-friendly resource 2. Implement new ISEE course code numbering and "sequence" documents 3. Identify enhancements to ISEE relevant to educator certification
D. Deploy annual survey for classroom teachers	FY 2025 – Implementation	Chief Educator Officer	1. Identify and engage appropriate stakeholders to develop survey 2. Identify potential partners for distribution of survey
E. Develop local CTSO advisor professional development	FY 2026	Assistant Director of Student Leadership	1. Identify best practices for local CTSO advisor training 2. Develop IDCTE Local CTSO (Student Leadership) Advisor training
F. Continue support and enhancement of InSpIRE Ready!	FY 2025	Chief Educator Officer	1. Expanding capacity for additional support ○ Transition InSpIRE Ready! courses to in-house 2. Adding additional First Camp mid-school year 3. Hosting optional regional new teacher training (including non-InSpIRE route) 4. Ensuring appropriate levels of mentors for new teachers
G. Leadership Institute	FY 2026	Director of Professional Development	1. Develop modules for leadership institute areas 2. Increase capacity and access to leadership institute materials
H. Foster on-going educator professional development	FY 2025	Director of Professional Development	1. Foster regional technical skill development courses 2. Grow and enhance Connect Conferences

Originally Published: October 31, 2023 | **Updated**: February 26, 2024

Idaho Division of Career Technical Education 2025 Annual Update

Executive Director Joshua Whitworth

IDAHO Division of Career Technical Education

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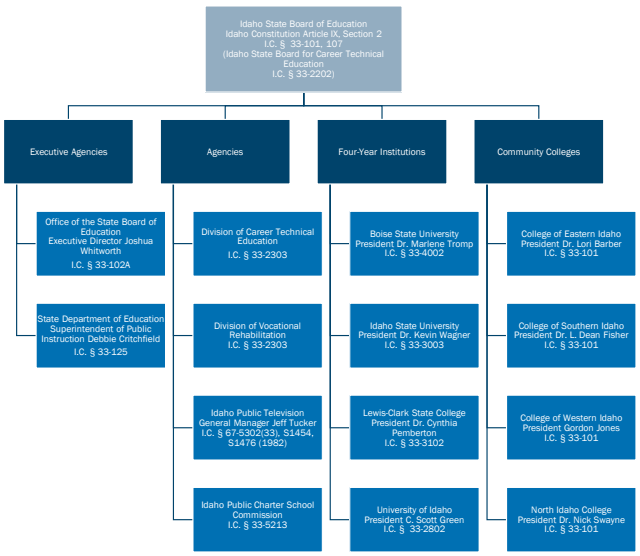

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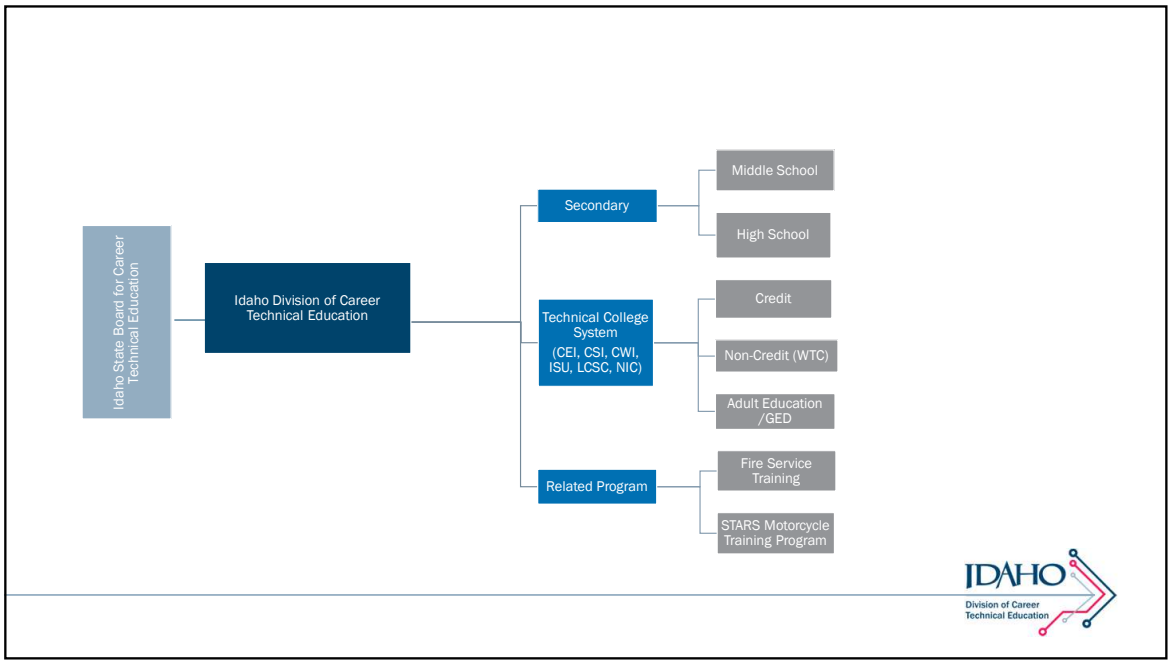
Idaho State Board for Career Technical Education
Idaho Division of Career Technical Education
Secondary
Middle School
High School
Technical College System
(CEI, CSI, CWI, ISU, LCSC, NIC)
Credit
Non-Credit (WTC)
Adult Education /GED
Related Program
Fire Service Training
STARS Motorcycle Training Program
IDAHO
Division of Career Technical Education

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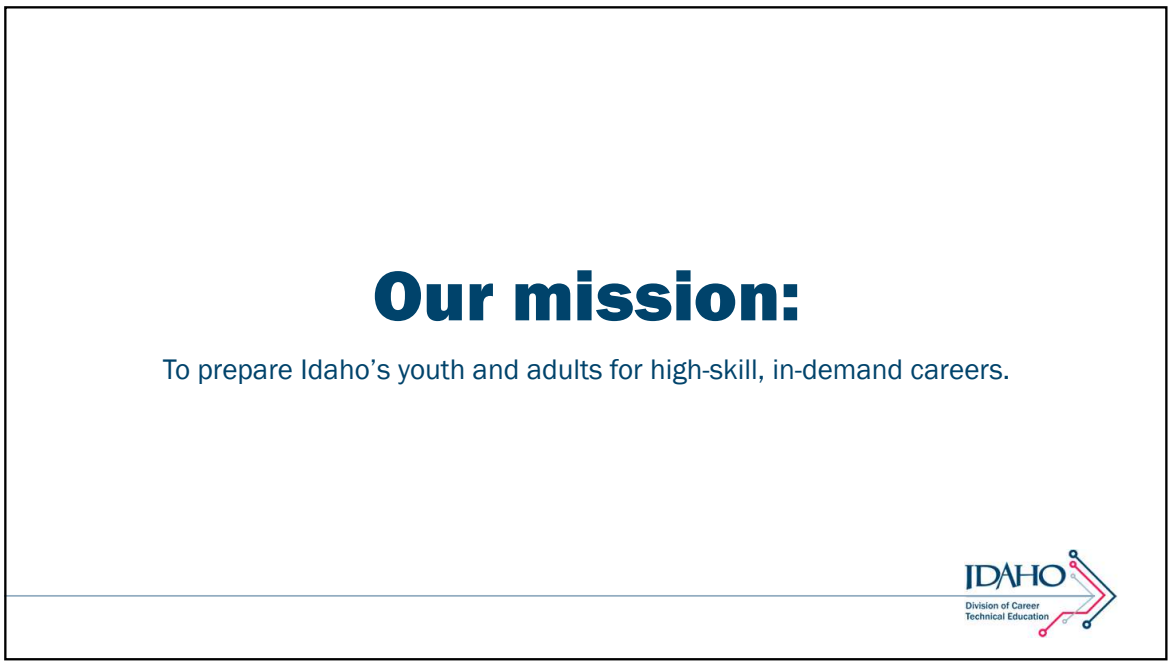
Our mission:
To prepare Idaho's youth and adults for high-skill, in-demand careers.
IDAHO
Division of Career Technical Education

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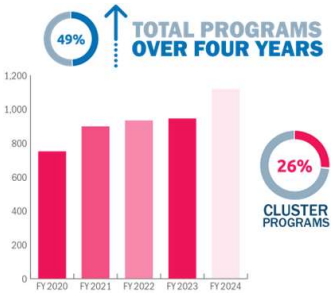
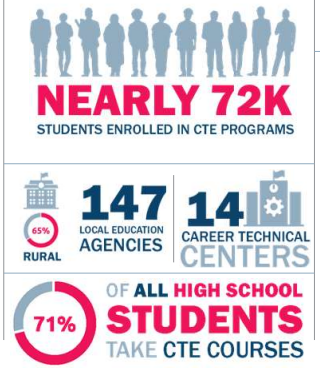
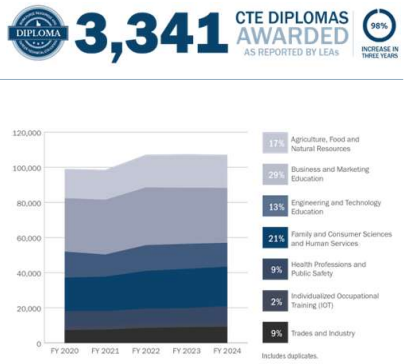
Secondary Snapshot







Source: IDCTE 2024 Annual Report

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Secondary program applications

Program area	FY 2022	FY 2023	FY 2024	FY 2025
Agriculture, Food and Natural Resources	14	13	25	36
Business and Marketing	10	9	30	20
Engineering Technology Education	18	13	24	21
Family Consumer Sciences and Human Services	10	17	32	11
Health Professions and Public Safety	3	12	18	9
Trades and Industry	2	6	11	15
Individualized Occupational Training	2	3	11	5
	59	**73**	**151**	**117**

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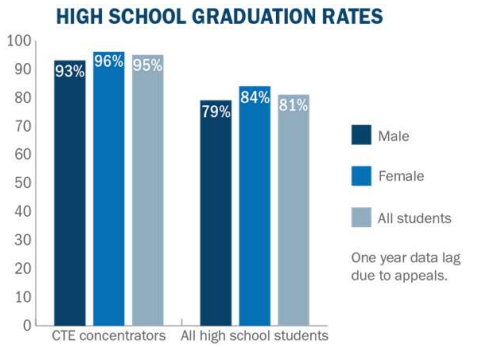
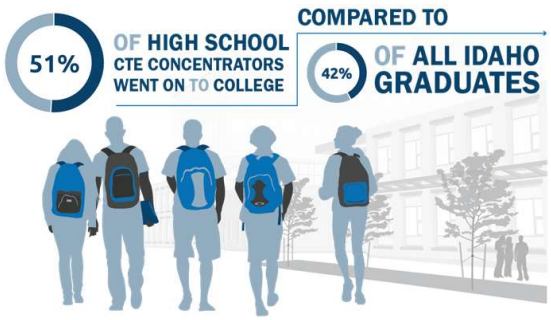
Secondary Snapshot





Source: IDCTE 2024 Annual Report

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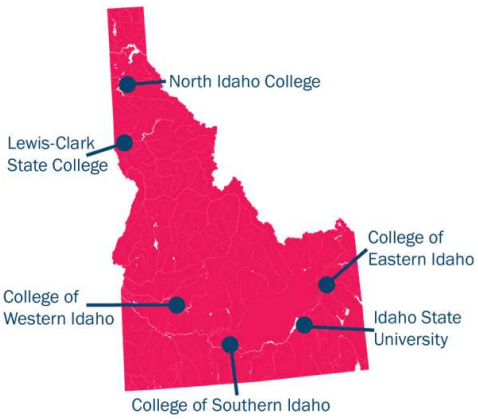
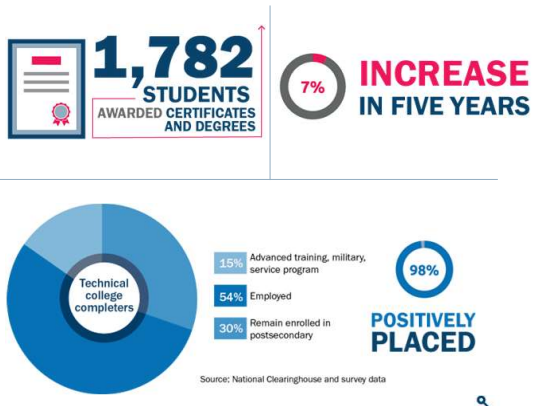
Technical College System





Source: IDCTE 2024 Annual Report

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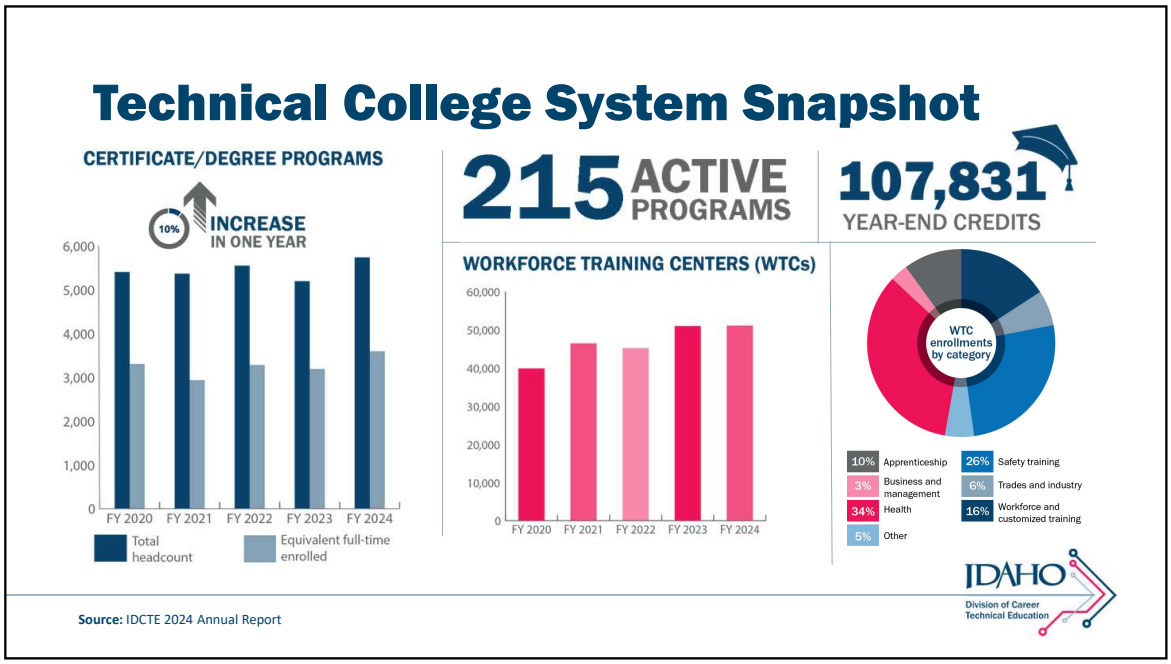
Technical College System Snapshot
CERTIFICATE/DEGREE PROGRAMS
10% INCREASE IN ONE YEAR
6,000
5,000
4,000
3,000
2,000
1,000
0
FY 2020 FY 2021 FY 2022 FY 2023 FY 2024
Total headcount
Equivalent full-time enrolled
215 ACTIVE PROGRAMS
107,831 YEAR-END CREDITS
WORKFORCE TRAINING CENTERS (WTCs)
60,000
50,000
40,000
30,000
20,000
10,000
0
FY 2020 FY 2021 FY 2022 FY 2023 FY 2024
WTC enrollments by category
10% Apprenticeship
3% Business and management
34% Health
5% Other
26% Safety training
6% Trades and industry
16% Workforce and customized training
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Source: IDCTE 2024 Annual Report

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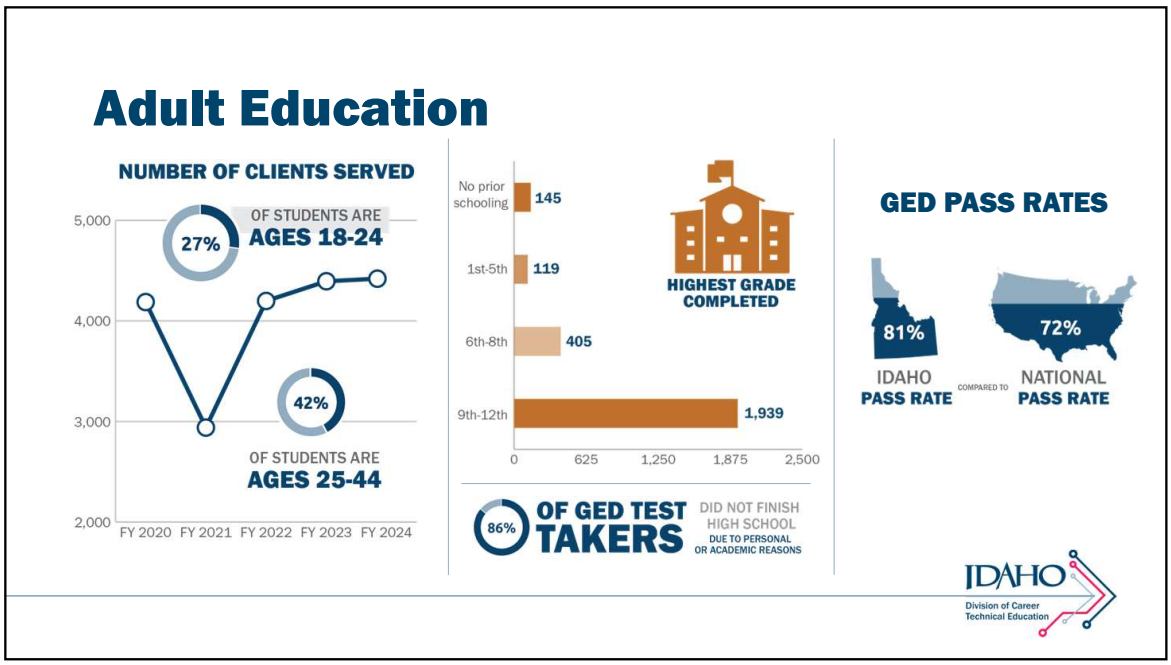
Adult Education
NUMBER OF CLIENTS SERVED
5,000
4,000
3,000
2,000
27% OF STUDENTS ARE AGES 18-24
42% OF STUDENTS ARE AGES 25-44
FY 2020 FY 2021 FY 2022 FY 2023 FY 2024
No prior schooling 145
1st-5th 119
6th-8th 405
9th-12th 1,939
0 625 1,250 1,875 2,500
HIGHEST GRADE COMPLETED
86% OF GED TEST TAKERS DID NOT FINISH HIGH SCHOOL DUE TO PERSONAL OR ACADEMIC REASONS
GED PASS RATES
81% IDAHO PASS RATE
COMPARED TO
72% NATIONAL PASS RATE
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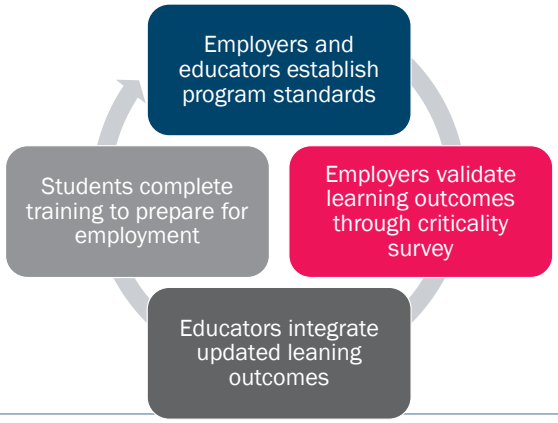
Program Alignment



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FY 2025 standards revalidation

- Agriculture Maintenance
- Agriculture Small Engine Repair
- Agriculture Welding
- Business Management
- Computer Support
- Cosmetology
- Electronics Technology
- Network Support
- Nursing Assistant
- Plant and Soil
- Programming and Software Development
- Welding

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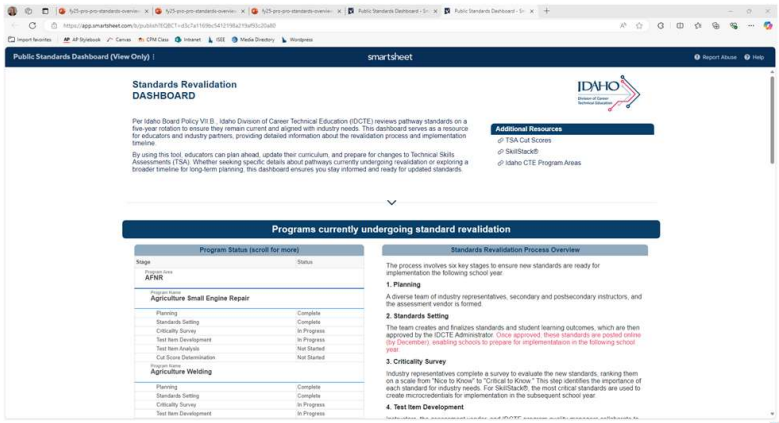
FY 2025 Standards Revalidation



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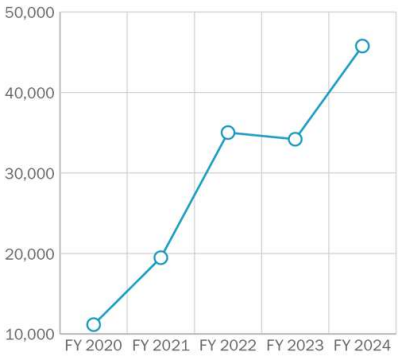
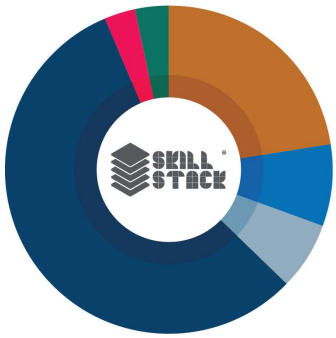
SkillStack®

>40,000 UNIQUE STUDENTS EARNING **>145,000** MICROCREDENTIALS





- 3% Region 1
- 3% Region 2
- 56% Region 3
- 7% Region 4
- 8% Region 5
- 23% Region 6

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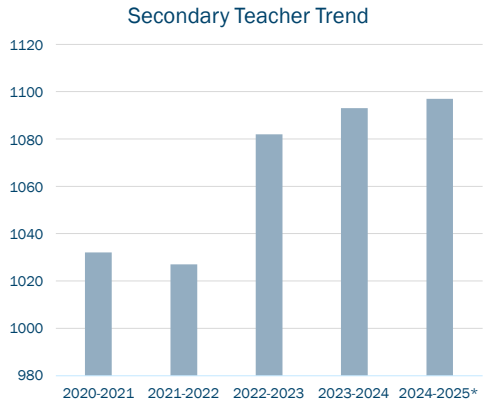
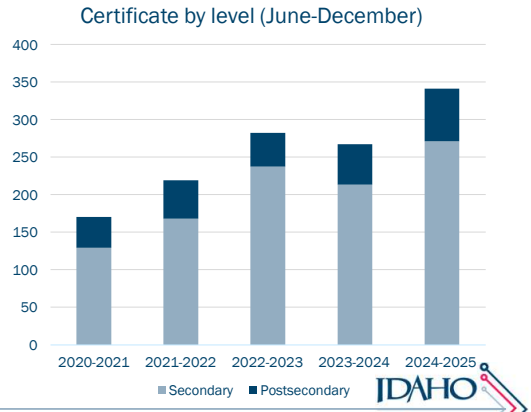
CTE Certification Trends





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*Current 2024-2025: 1060 | Projected growth 3.5% (five-year average growth)

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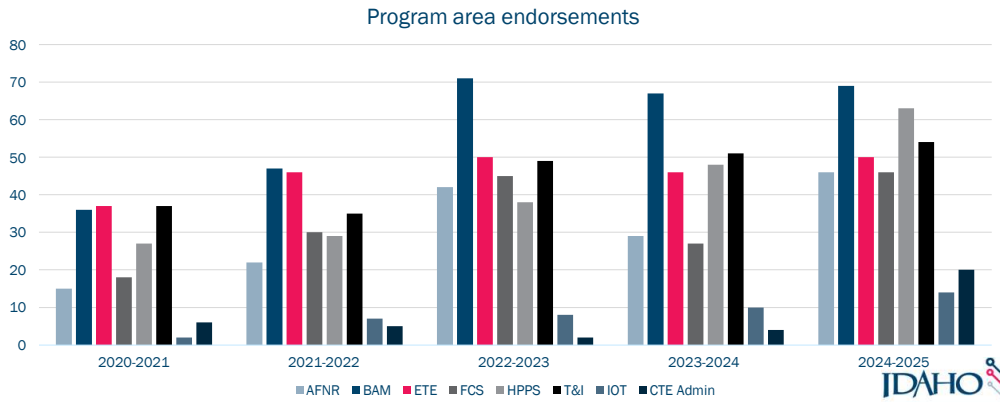
CTE Endorsement Trends



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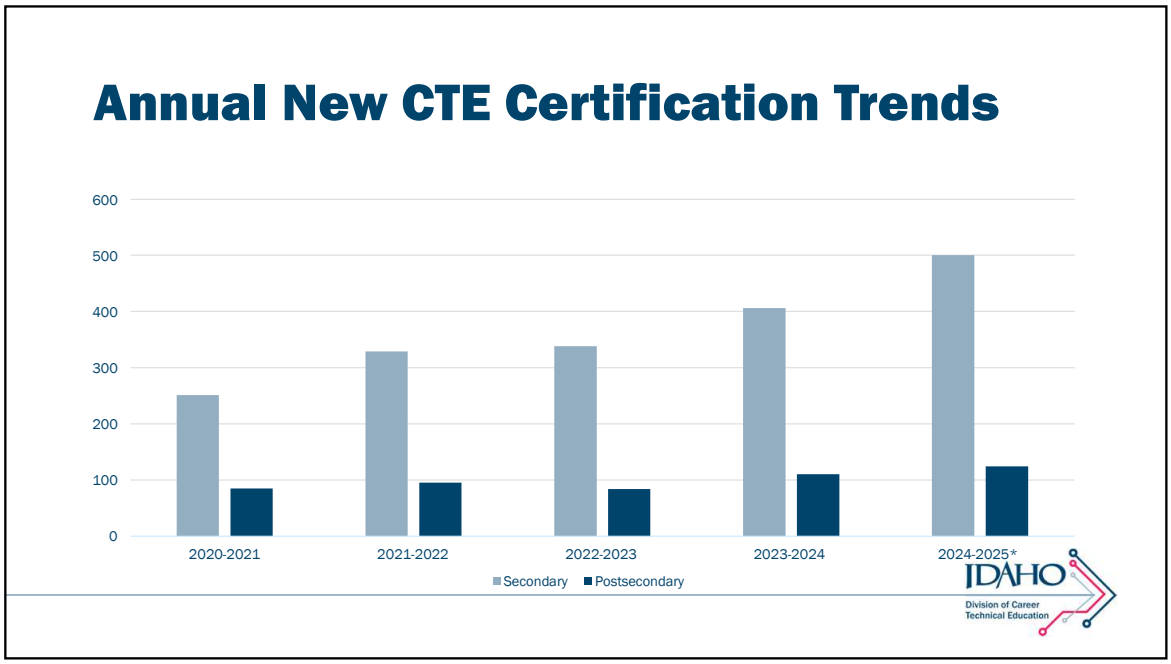
Annual New CTE Certification Trends
600
500
400
300
200
100
0
2020-2021
2021-2022
2022-2023
2023-2024
2024-2025*
Secondary
Postsecondary
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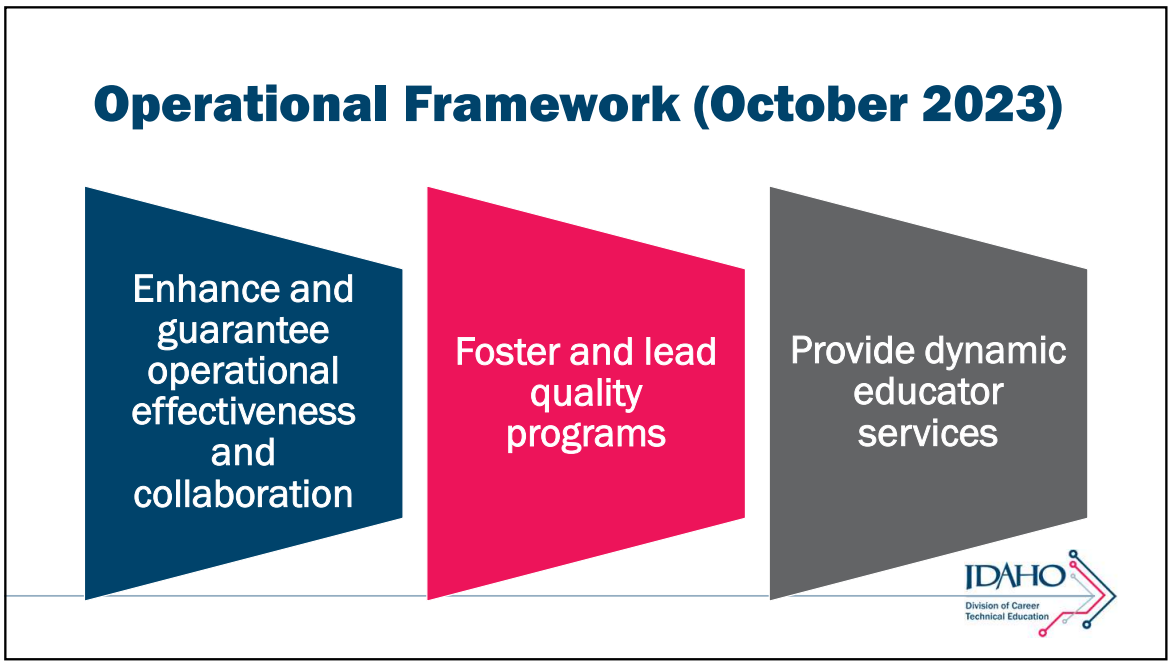
Operational Framework (October 2023)
Enhance and guarantee operational effectiveness and collaboration
Foster and lead quality programs
Provide dynamic educator services
IDAHO
Division of Career Technical Education

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Operational framework (December 2024)

- 16 unique goal project managers
- 14 completed staff feedback sessions
- 14 goal action plans in development
- Revised goals published

GOAL	TARGET DATES	GOAL MANAGER	Step 1	Step 2	Step 3	Step 4	Step 5
I. Enhance and guarantee operational effectiveness and collaboration							
A. Design and develop a comprehensive program data management system	FY 2024 – Begin FY 2026 – Implementation	Data System Administrator	✓	SFS*: 5/24/24 ✓	In progress		
B. Identify, improve, and produce documents for agency processes	FY 2024 – Begin FY 2028 - Ongoing	Director of Federal and Related Programs on behalf of Leadership Team	✓	SFS*: 5/3/24 ✓	In progress		
C. Build intentional connections and collaboration between departments and units	FY 2024 – Begin FY 2028 - Ongoing	Chief of Staff on behalf of Management Team	✓	SFS*: 5/24/24 ✓	In progress		
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Director	✓	Est. Fall 2024			
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	✓	SFS*: 5/3/24 ✓	✓	In progress	
F. Develop framework for policy makers and stakeholder engagement and learning.	FY 2025	Administrator	✓	Est. Fall 2024			
G. Ensure intentional partnerships and collaborations with external organizations and agencies.	FY 2024 – Begin FY 2025 – Implementation	Administrator on behalf of Leadership Team	✓	SFS*: 7/9/24 ✓	In progress		
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	✓	SFS*: 8/20/24 ✓	In progress		
I. Enhance relationships with Idaho's educational system	FY 2024 – Begin FY 2028 - Ongoing	Administrator	✓	SFS*: 7/9/24 ✓	In progress		
J. Develop comprehensive communication/marketing plan	FY 2026	Director of Communications	✓	SFS*: 5/3/24 ✓	✓	In progress	
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	✓	SFS*: 5/24/24 ✓	In progress		

*Staff Feedback Session - SFS

IDAHO Division of Career Technical Education

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FY 2026 Budget Governor Recommendation

Decision Unit	Amount
12.01 – Technical College Operations	$640,000
12.02 – Adult Education and Perkins V Program Spending Authority	$2,273,700
12.03 – Business/Industry Engagement Manager	$128,400
12.04 – Adult Education and Literacy	$50,000
12.81 – In-demand and Workforce Career Capacity	$10,000,000

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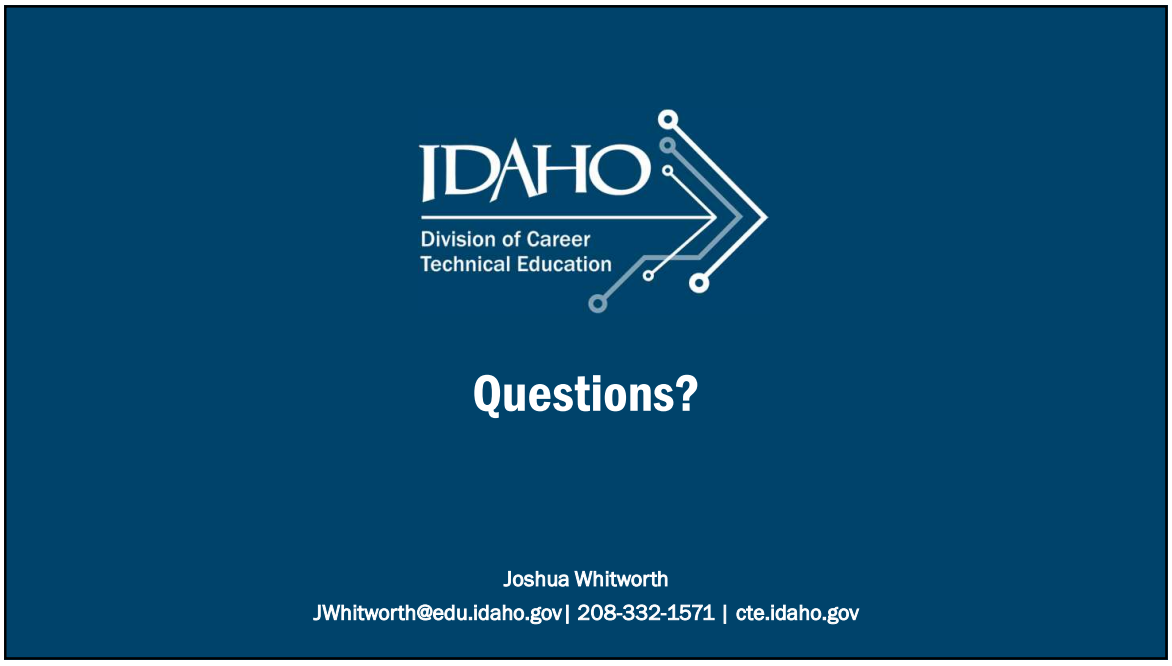
IDAHO
Division of Career
Technical Education
Questions?
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TAB	DESCRIPTION	ACTION
1	IRSA – ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCOR) ANNUAL REPORT	Information Item
2	IRSA – HIGHER EDUCATION RESEARCH COUNCIL (HERC) ANNUAL REPORT	Information Item
3	PPGA – BOISE STATE UNIVERSITY ANNUAL PROGRESS REPORT	Information Item
4	PPGA – IDAHO DIVISION OF CAREER TECHNICAL EDUCATION ANNUAL REPORT	Information Item
5	PPGA – IDAHO EDUCATIONAL SERVICES FOR THE DEAF AND BLIND ANNUAL REPORT	Information Item

SUBJECT

Established Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board
October 2018	EPSCoR provided their annual report to the Board
October 2019	EPSCoR provided their annual report to the Board
October 2020	EPSCoR provided their annual report to the Board
October 2021	EPSCoR provided their annual report to the Board
October 2022	EPSCoR provided their annual report to the Board
October 2023	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members, appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Consistent with Board Policy III.W.2.d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from the associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – EPSCoR Annual Report FY2024

STAFF COMMENTS AND RECOMMENDATIONS

A full presentation and discussion of the EPSCoR Annual Report was provided to the Instruction, Research, and Student Affairs Committee on February 6, 2025.

BOARD ACTION

This item is for informational purposes only.

IDAHO ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCOR): *ANNUAL REPORT - 2024*

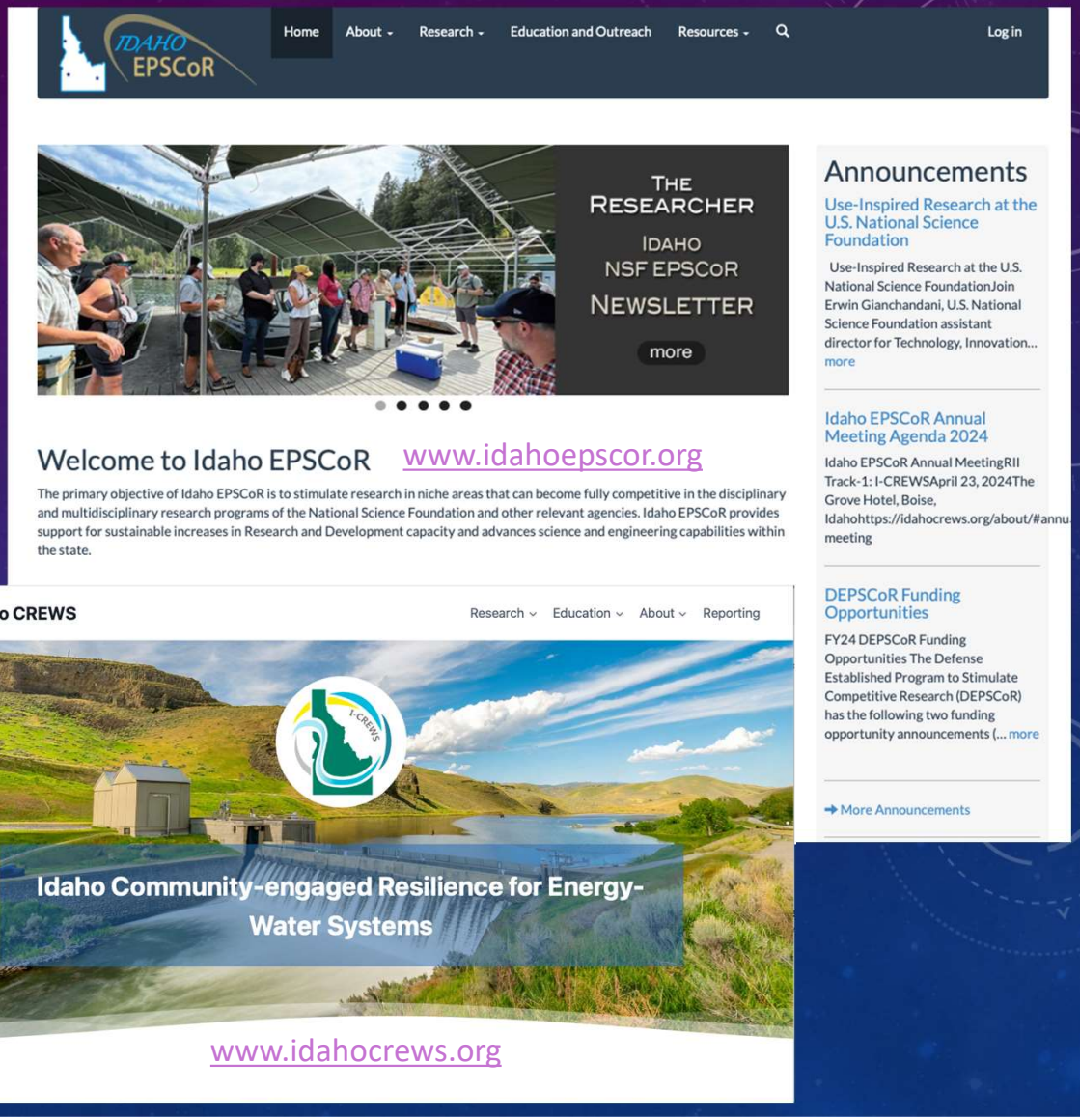
DAVE TUTHILL, IDAHO EPSCOR COMMITTEE CHAIRMAN
ANDREW KLISKEY, PROJECT DIRECTOR
RICK SCHUMAKER, ASSOCIATE PROJECT DIRECTOR

IDAHO STATE BOARD OF EDUCATION: IRSA COMMITTEE
FEBRUARY 6, 2025

IDAHO
NSF EPSCoR
ADVANCING GEOGRAPHIC DIVERSITY IN STEM

2024 ANNUAL REPORT

- EPSCoR/IDeA National Context
- NSF RII Track-1 update "GEM3 " and "I-CREWS"
- E-CORE and E-RISE



IDAHO EPSCoR

Federal Funding for All Eligible States

Agency	FY22 Enacted	FY23 Enacted	FY24 Enacted	FY25 Budget Request	FY25 Coalition Goals	FY25 House Appropriations Committee	FY25 Senate Appropriations Committee
NSF	$215.0	$245.0	$250	$258.37	$265.0	$250.0	
NIH	$410.0	$425.95	TBD	$427.23	$500.0	$446.0	
DOE	$25.0	$35.0	$35	$25.0	$40.0	$35.0	
USDA	$66.75*	$68.25	15%	n/a	15% Language (*)	N/A	
NASA	$26.0	$26.0	$26.0	$25.0	$30.0	$29.0	
DOD	$19.0	$20.0	TBD	n/a	$25.0	N/A	
Total	$761.75	$820.2			**$943.25**		

IDAHO EPSCoR

Awards to Idaho

- ✓ RII Tracks -1, -2, -4
- ✓ INBRE, COBRE
- ✓ Infrastructure
- ✓ Multiple awards
- ✓ Research, Core

Dollars in Millions.
Source: EPSCoR/IDeA

CREATING HELPFUL INCENTIVES TO PRODUCE SEMICONDUCTORS (CHIPS) ACT 2022 – H.R. 4346

NSF (Section 10325)

- 20% set aside for **EPSCOR** states, but ramps up from 15.5% to 20% over 7 years;
- Set aside relates to Congress' allocation under the Research and Related Activities and STEM Education Accounts (minus the Antarctic Facilities) only, rather than the whole of NSF.

- FY22: - (13.7%)
- FY23: 15.5% (15.9%)
- FY24: 16%
- FY25: 16.5%
- FY26: 17%
- FY27: 18%
- FY28: 19%
- FY29: 20%

IDAHO EPSCoR

GEM3 Genes by Environment

Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	**Track-1**: Idaho Community-engaged Resilience for Energy-Water Systems (I-CREWS)	2023-28	U of I (w/ Boise State, Idaho State, CDA Tribe, S-B Tribes)	$20,000,000
NSF	**Track-2** RII FEC: Intermountain Natural and Working Lands: Sustainable Practices for Ecosystems and Resilience Enhancement	2024-28	U of I w/MT, Tribes in MT and ID	$2,999,956
NSF	**Track-2**: Local and Place Based Adaptation to Climate Change in Underserved Rural Communities	2023-27	U of I w/ NV, SC	$2,435,509
NSF	**Track-2**: Developing a Circular Bio-Based Framework For Architecture, Engineering and Construction Through Additive Manufacturing	2021-25	U of I w/AL	$3,974,309
NSF	**Track-2**: Leveraging Big Data to Improve Prediction of Tick-Borne Disease Patterns and Dynamics	2020-25	U of I, w/NV, NH	$6,430,179
NSF	**Track-2** RII FEC: Transforming wastes Into Economic Assets for Sustainability, Resilience, and Prosperity by a Novel Negative Emission Technology	2024-28	U of I w/AL, NM	$1,005,042

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Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF	**RII Track-4**: EPSCoR Research Fellows: NSF: Enhancing Water Budget Simulations across CONUS: Modeling Vegetation Uptake of Rock Moisture	2025-27	U of I	$300,000
NSF	**EPSCoR Research Fellows**: Incorporating Knowledge Graphs and Reasoning Capabilities for Enhanced Visual Data Exploration in Mineral Evolution	2025-26	U of I	$213,433
NSF	**EPSCoR Research Fellows**: NSF: Modeling Human Preparation and Anticipation Processes	2025-26	U of I	$164,597
NSF	**EPSCoR Research Fellows**: NSF: Heterogeneous Integration of Wide Bandgap Semiconductor Chips for High Temperature Applications	2025-26	U of I	$299,938
NSF	**EPSCoR Research Fellows**: NSF: Enhanced Predictive Understanding of Wildfire Ignitions in the Face of Changing Socioenvironmental Landscape	2024-26	Boise State	$297,813

IDAHO EPSCoR

NSF EPSCoR
ADVANCING GEOGRAPHIC DIVERSITY IN STEM

Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
DOE	Neuromorphic Systems for Power Grid Cyber-Resilience	2022-25	Boise State	$708,985
DOE	Mechanistic and Kinetic Analysis of Polymer Deconstruction and Modification by Irradiation for Polymer Upcycling	2022-25	Idaho State	$583,930
DOE	DNA-Controlled Dye Aggregation – A Path to Create Quantum Entanglement	2019-25	Boise State	$12,500,000

U.S. DEPARTMENT OF ENERGY | Office of Science

IDAHO EPSCoR

Active EPSCoR/IDeA Awards in Idaho

Agency	Title	Years	Institution(s)	Award Amount
NIH	Idaho INBRE	2019-25	U of I	$20,203,883
NIH	COBRE: Convergent Engineering and Biomolecular Science	2023-28	Boise State	$10,200,000
NIH	COBRE: Modeling Complex Interactions	2015-25	U of I	$22,922,703
NIH	COBRE: Matrix Biology	2014-25	Boise State	$22,741,690
NIH	COBRE: Nutrition and Women's Health	2024-29	U of I	$11,000,000
NASA RID	Research Infrastructure Development (RID)	2022-27	U of I	$1,000,000
NASA Research	CryoIdaho: Building Idaho's Cryosphere Research Community through Analysis of Terrain Effects on Snow and Ice Meltwater Fluxes	2021-25	Boise State	$750,000
NASA Research	On-Demand Manufacturing of Smart Systems for Structural Health Monitoring	2022-25	Boise State	$750,000

IDAHO EPSCoR

NIH National Institute of General Medical Sciences

NASA

Active EPSCoR/IDeA Awards in Idaho, November 2024

Agency	Title	Years	Institution(s)	Award Amount
NASA Research	IDEAS: LA: IDaho Exploration And Science Lunar Analog	2023-26	Idaho State	$750,000
NASA Research	Improving global dryland streamflow modeling by better characterizing vegetation use of deepwater resources using NASA's GRACE/GRACE-FO, SWOT, and LIS	2025-27	U of I	$750,000
NASA - R3	Advanced Manufacturing Dense Nuclear Fuels with Complex Geometries	2022-24	Boise State	$100,000
NASA - R3	Advanced Flip-Chip and TSV Based High-Temperature 3D SiC IC Packing for Venus Surface Exploration	2022-24	U of I	$100,000
NASA - R3	Characterization of Thermal Transport Modes in Porous Materials	2023-24	Boise State	$100,000

Active EPSCoR/IDeA Awards in Idaho, November 2024

Agency	Title	Years	Institution(s)	Award Amount
NASA – ISS Flight Op	Evaluation of Biofilm Resistant Coatings for Spacecraft Water Systems	2022-25	U of I	$100,000
NASA – R3	Development of Biofilm Resistant Coatings and Evaluation in Simulated Microgravity	2023-24	U of I	$100,000
NASA – R3	Detection and Characterization of Spore-Forming Anaerobic Bacteria in an Aerospace Clean Lab	2024-25	Idaho State	$100,000
NASA – R3	Effects of Lunar and Martian Regolith Simulants on Growth, Survival, and Fitness of Vertebrates: Acute and Chronic Exposure Zebrafish Models	2023-25	Idaho State	$100,000
NASA – R3	Advancing transition metal and rare-earth containing soft magnets for versatile high-power electronic propulsion systems;	2024-25	Boise State	$100,000

Recent EPSCoR/IDeA Awards in Idaho

Agency	Summary	Years	Institution(s)	Award Amount ($ and %)
USDA	8 of 21 AFRI awards	FY20	U of I, Boise State	$3,004,362 (42% of total)
USDA	7 of 16 AFRI awards	FY21	U of I, Boise State	$2,804,362 (50% of total)
USDA	12 of 19 AFRI awards	FY22	U of I, Boise State	$4,512,102 (51% of total)
USDA	13 of 19 AFRI awards	FY23	U of I, Boise State	$5,350,781 (60% of total)
USDA	9 of 13 AFRI awards	FY24	U of I, Boise State	$4,116,363 (72% of total)

USDA

$13.98 million in EPSCoR set-aside to Idaho in past 3 years

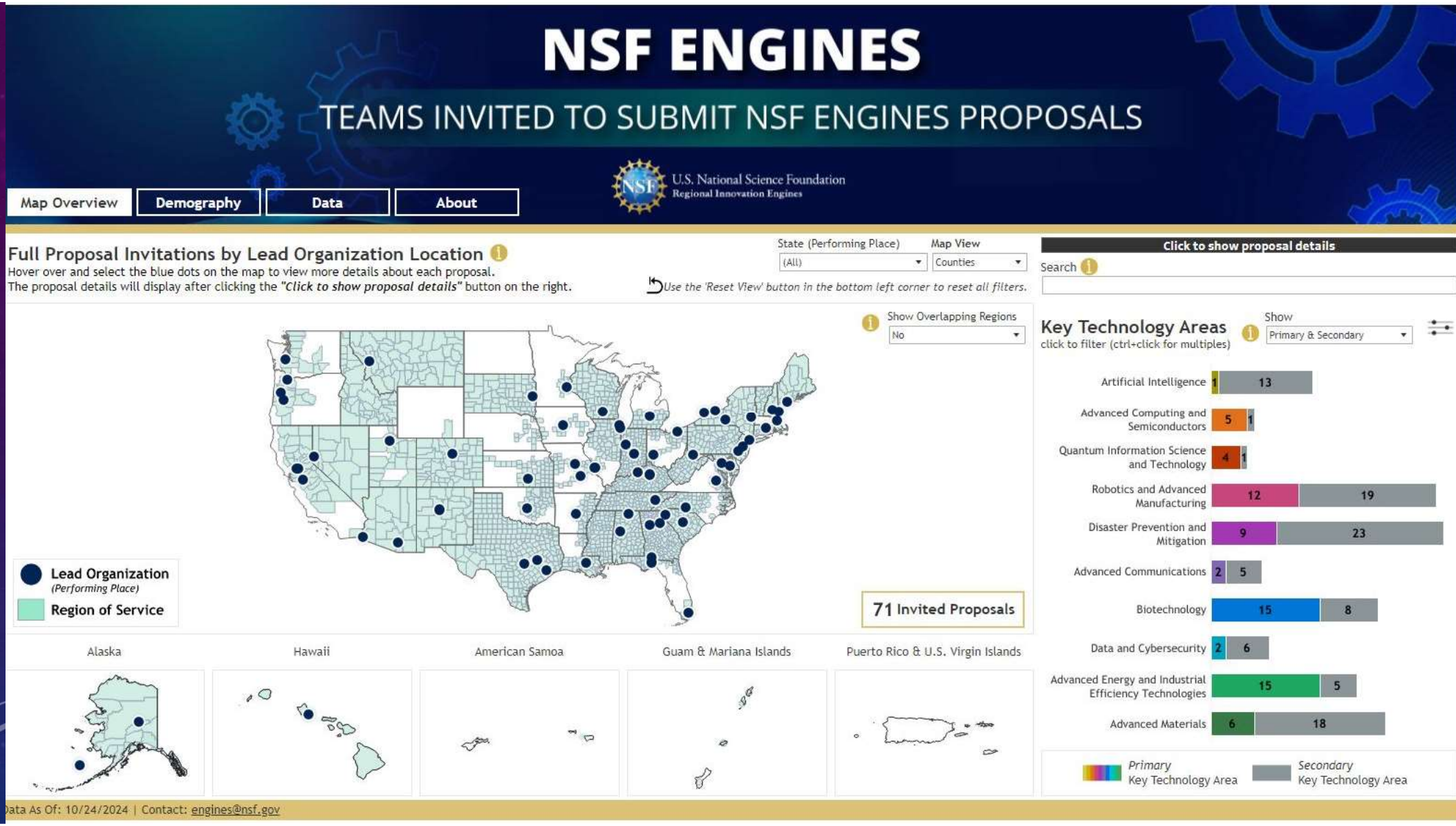
IDAHO EPSCoR

Recent Co-Funded NSF Awards to Idaho

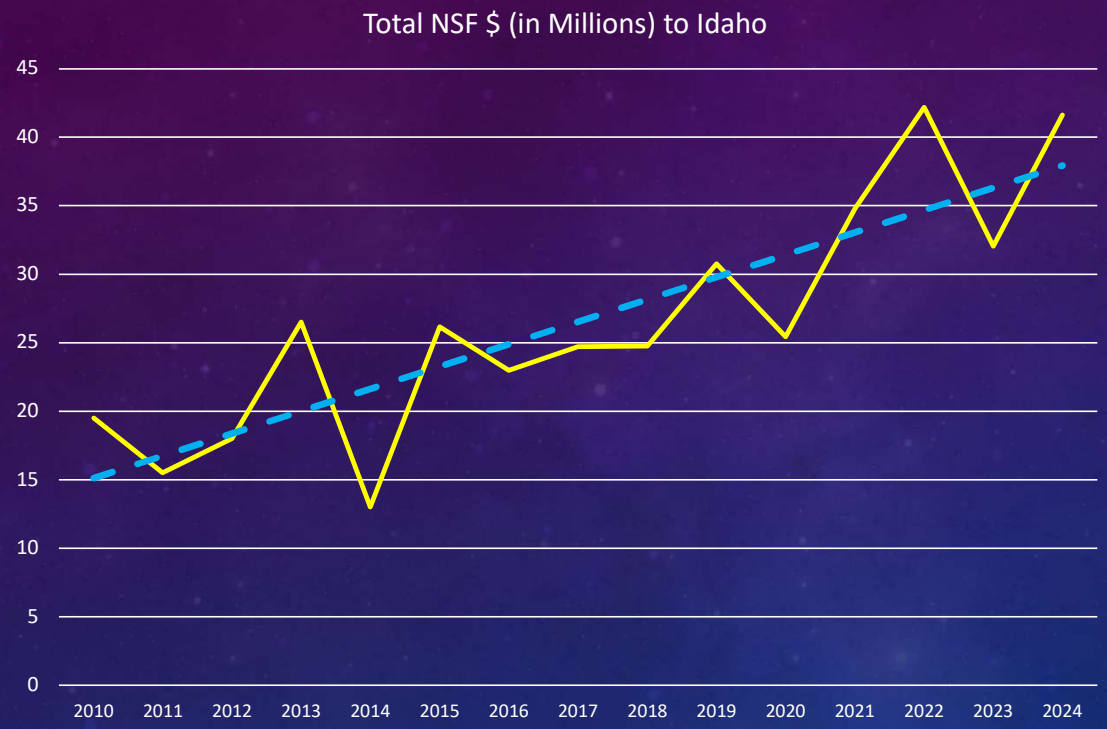
Years	# Grants Awarded	EPSCoR	Total Project $
FY20	10	$1,773,777	$3,727,664
FY21*	7	$6,799,960	$21,587,841
FY22*	8	$10,857,856	$21,376,004
FY23	12	$2,258,314	$5,947,704
FY24	13	$2,921,058	$7,230,065
Total	**50**	**$24,610,965**	***$40,918,323**

*Including the largest co-Funded Award to Idaho: *"Mid-scale RI-1 (M1:IP): A Deep Soil Ecotron facility to explore belowground communities and ecosystem processes."* 2021-2026. Led by
U of I: $18,950,955 (FY21 & FY22)

IDAHO EPSCoR


NSF ENGINES
TEAMS INVITED TO SUBMIT NSF ENGINES PROPOSALS
U.S. National Science Foundation
Regional Innovation Engines
Map Overview
Demography
Data
About
Full Proposal Invitations by Lead Organization Location
Hover over and select the blue dots on the map to view more details about each proposal.
The proposal details will display after clicking the "Click to show proposal details" button on the right.
State (Performing Place)
(All)
Map View
Counties
Use the 'Reset View' button in the bottom left corner to reset all filters.
Show Overlapping Regions
No
Lead Organization
(Performing Place)
Region of Service
71 Invited Proposals
Alaska
Hawaii
American Samoa
Guam & Mariana Islands
Puerto Rico & U.S. Virgin Islands
Click to show proposal details
Search
Key Technology Areas
click to filter (ctrl+click for multiples)
Show
Primary & Secondary
Artificial Intelligence 1 13
Advanced Computing and Semiconductors 5 1
Quantum Information Science and Technology 4 1
Robotics and Advanced Manufacturing 12 19
Disaster Prevention and Mitigation 9 23
Advanced Communications 2 5
Biotechnology 15 8
Data and Cybersecurity 2 6
Advanced Energy and Industrial Efficiency Technologies 15 5
Advanced Materials 6 18
Primary Key Technology Area
Secondary Key Technology Area
Data As Of: 10/24/2024 | Contact: engines@nsf.gov

Idaho's Research Competitiveness at NSF



Total NSF funding to Idaho (FY24) = $41.6M, 68% increase from FY18

Since FY19, 22% of Idaho's NSF funding is EPSCoR RII+

NSF EPSCoR eligibility is <0.75% share of total NSF funding, excluding EPSCoR RII+

Idaho's share (FY19-23) = 0.33%

IDAHO EPSCoR

IDAHO EPSCOR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*

- GEM3 Track-1: Completed
- I-CREWS Track-1: Year 2
- Capacity-building – education, research, WFD, broadening participation, partnerships

ONE Idaho
Innovation • Integration • Inspiration

IDAHO EPSCoR

IDAHO EPSCOR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*

Student Research Stories

Spencer Roop,
Ph.D. Student at Idaho State University
Research Focus: Biological Sciences

Research focus:

Spencer received a Bachelors of Science in Biology at Gonzaga University before continuing on in her graduate work at Idaho State University. Her research focus, as part of the NSF EPSCoR GEM3 project, focused on the physiological differences in big sagebrush (Artemisia tridentata), and linking phenotypic variation to genotypic variation.

Tyler Breech,
Ph.D. Student at Idaho State University
Research Focus: Biological Sciences

Research Focus:

Tyler, a doctoral student in Biological Sciences at Idaho State University, is part of the larger Idaho NSF EPSCoR GEM3 research team working to understand the impacts of environmental and social change on Idaho's wildlife, particularly, rainbow trout. His primary research focus is the genetics of redband trout. He points out that there are many hypothesized subspecies of rainbow trout, for example redband trout, coastal rainbow trout, and California golden trout just to name a few. Tyler is working to understand how these different rainbow trout throughout the native range in western North America are related to each other, and where native Idaho redband trout fit in that family tree.

IDAHO EPSCOR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*

Student Research Stories

Haley Netherton-Morrison,
Ph.D. Student at Boise State University
Research Focus: Ecology, Evolution, and Behavior

Research focus:

Haley's focus is on the application of social science theory to natural resource issues. She seeks to understand public perceptions of landscape and community change, how and why they differ, and their role in natural resource management and land use planning. Haley employs mixed methods and a range of theories to understand these variations. Currently, her research seeks to improve the understanding of people-place relationships in Idaho landscapes and communities undergoing social-ecological changes, through the lenses of landscape values and sense of place.

Ethan Henley,
Former GEM3 SARE undergraduate
University of Idaho
Currently MS Graduate Student at Arizona State University

Research Focus:

Ethan's research interest in Geographic Information Systems (GIS) led him to apply to the Idaho EPSCoR GEM3 Summer Authentic Research Experience (SARE) Program during the summer of 2023, where he was selected to work on a project titled, *Characterizing Changes in Idahoan Sagebrush Cover from 1985 to 2021 and their causes*. The project's focus was to characterize historical changes in Idahoan sagebrush cover using remote sensing and GIS. Ethan's role included characterizing the trend in sagebrush cover in Idaho at 30-meter resolution using a remote sensing-based dataset from 1985 to 2021. He also worked on a team that investigated the potential causes of these changes, including climate change, human-induced land cover/use change, and wildfire. He received his Bachelor's of Science in Geography from University of Idaho in 2023.

Continuing on with his interest in GIS, Ethan is currently working towards his Master of Science in Geographic Information Science and Cartography.

IDAHO EPSCOR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*

Championing research that protects communities and Idaho: Meet researcher Jared Talley

Jared Talley, former EPSCoR graduate student at Boise State University (BSU) and currently, assistant professor in Environmental Studies at BSU

Research focus:

Jared Talley, assistant professor in Environmental Studies in the School of Public Service at Boise State, participated in EPSCoR as a graduate assistant at Boise State, working under the MILES Project. His role involved engaging landowners around farm and water use in the Treasure Valley. As part of his graduate studies, Talley wrote a thesis focused on stakeholder engagement in natural resource management, a project that ultimately inspired him to pursue a doctoral degree centered on engagement and collaboration in conservation.

As a Southwest Idaho native, his firsthand knowledge of the critical relationships between a community and the landscapes they call home shapes his role as an educator, researcher and leader. Talley's interest in environmental philosophy and community collaboration led to the creation of a graduate student role tasked to study rural STEM education needs in Idaho, as part of the community engagement initiatives for I-CREWS project.

Now as a faculty member at Boise State, Talley has the opportunity to mentor the graduate student who is continuing this important work in rural STEM education. Additionally, he leads a team conducting research on carbon projects on lands in the American West as part of Boise State's Grand Challenge Resource Nexus for Sustainability.

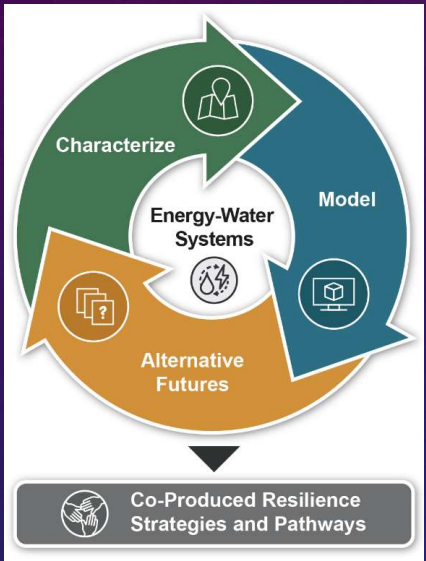
In addition to community engagement, Talley leads research examining the landscape between public service organizations and Idaho's rural communities. The project aims to understand how well-resourced and well-intentioned organizations perceive community needs and their efforts to address them. This project also evaluates the community perspectives on their needs and explores any alignment or divergence between these views and the organizations' efforts.

Growing up in Southwest Idaho himself, Talley emphasizes the importance of equipping students with the skills to apply their expertise within their own communities. "It would be awesome to have those kids from [rural] communities be well trained in the complexity of the energy-water systems so that they can come back to their community and help their community," he says.

Original article written by Zenaida De La Cruz

RII TRACK-1 CURRENT AWARD

IDAHO COMMUNITY-ENGAGED RESILIENCE FOR ENERGY-WATER SYSTEMS (I-CREWS)



Critical national and state need: enhancing access for communities to diagnostic science for proactively addressing impacts of climate, population, and technological change on the interplay between energy and water

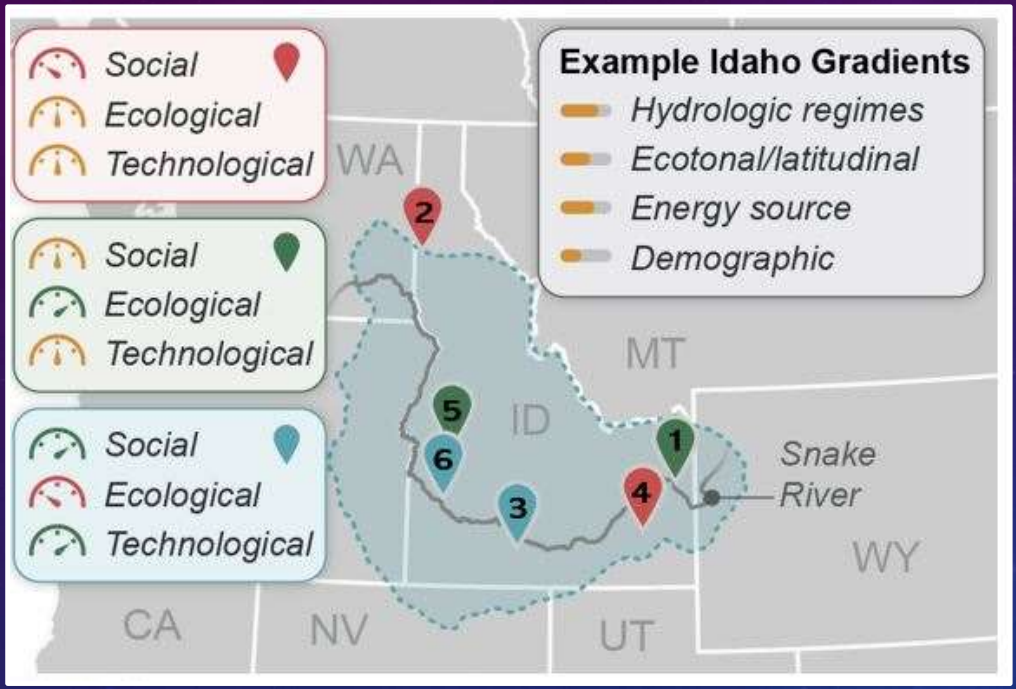
Scientific vision: build a world class capacity to characterize, model, and assess a range of futures to promote the resilience of E-W systems to climate, population, and technological change

Awarded: Aug 1, 2023 (thru July 31, 2028)

IDAHO EPSCoR

GEM3 Genes by Environment

TRANSITIONED FROM YR1 STRATEGIC PLANNING TO YR2 SITE LEVEL RESEARCH & EDUCATION



- Refined study site locations - where the community-engaged work takes place.
- Refining language and developing long-term approaches to shared understanding.
- Roles of institutions and partners.
- Focus on cross-connections between sites and project elements.

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GEM3 Genes by Environment

IDAHO EPSCoR

IDAHO EPSCOR: *INFRASTRUCTURE IMPROVEMENT STRATEGY*

I-CREWS New Faculty Hires

Boise State University:

- Data scientist / statistician [Dr. Michael Perlmutter hired Aug 2023]
- Environmental governance
- Systems engineer

Idaho State University:

- Resilience social scientist [Dr. Georgia Hart-Fredeluces, hired Oct 2024]
- Environmental civil engineer

University of Idaho:

- Environmental historian [Dr. Alyssa Kriekemeier, hired Aug 2024]
- Power and water systems modeler [Dr. Angel Monsalve, hired Jan 2024]
- Energy-water resource scientist [search in process]

IDAHO EPSCoR

GEM3 Genes by Environment

Jean'ne M. Shreeve NSF EPSCoR Research Excellence Award

2023 Award Recipient

Professor Alistair Smith
University of Idaho

James McNamara (2022)

John Kalivas (2021)

Lillian Alessa (2020)

Colden Baxter (2018)

Lisette Waits (2017)

Ronald Hardy (2016)

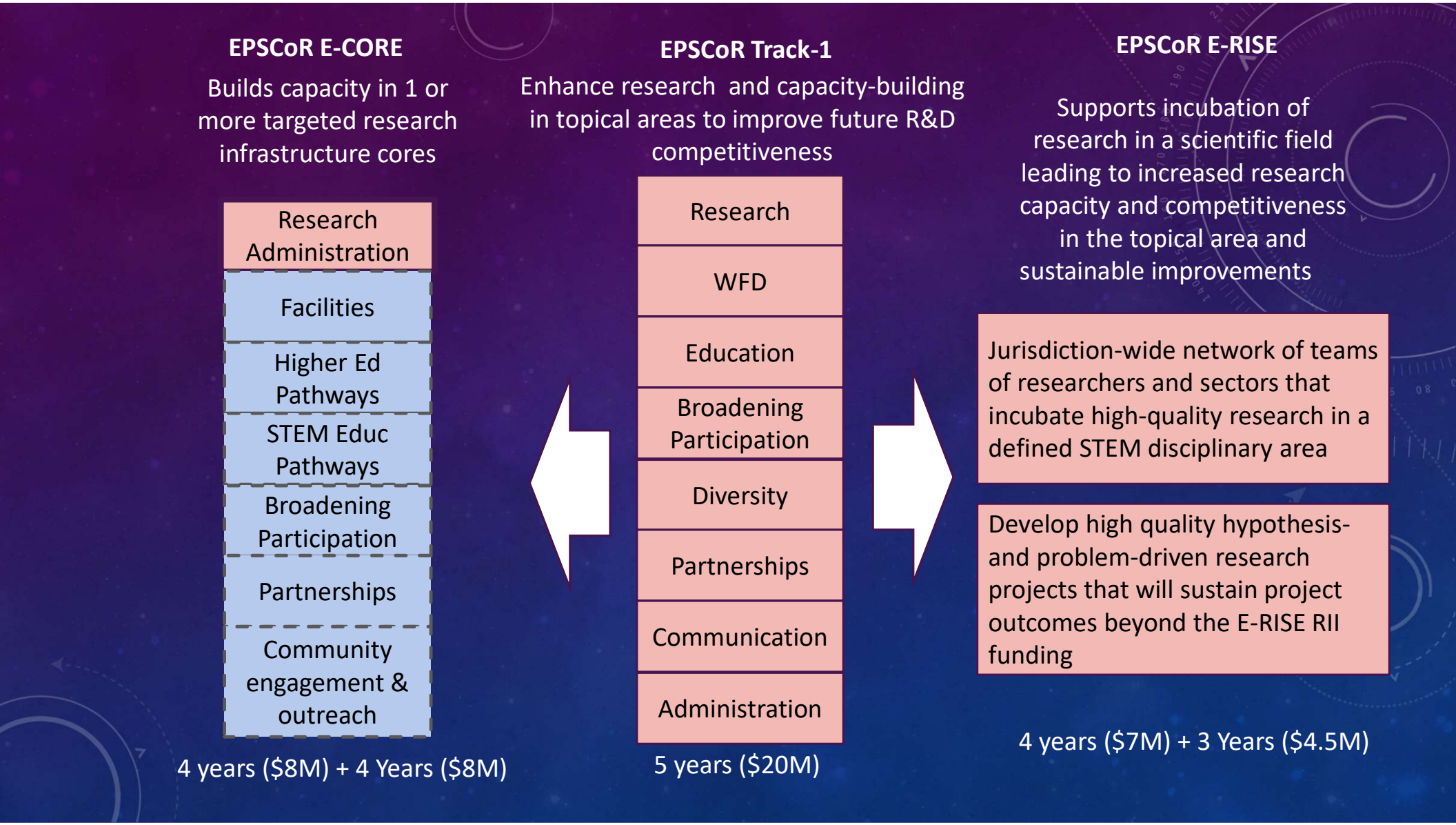
Sanford Eigenbrode (2016)

David McIlroy (2014)

Alex Punnoose (2012)

Jean'ne M. Shreeve (2011)

IMPLICATIONS OF THE NEW RII E-CORE AND E-RISE PROGRAMS (TO REPLACE RII TRACK-1 PROGRAM)


EPSCoR E-CORE
Builds capacity in 1 or more targeted research infrastructure cores
Research Administration
Facilities
Higher Ed Pathways
STEM Educ Pathways
Broadening Participation
Partnerships
Community engagement & outreach
4 years ($8M) + 4 Years ($8M)
EPSCoR Track-1
Enhance research and capacity-building in topical areas to improve future R&D competitiveness
Research
WFD
Education
Broadening Participation
Diversity
Partnerships
Communication
Administration
5 years ($20M)
EPSCoR E-RISE
Supports incubation of research in a scientific field leading to increased research capacity and competitiveness in the topical area and sustainable improvements
Jurisdiction-wide network of teams of researchers and sectors that incubate high-quality research in a defined STEM disciplinary area
Develop high quality hypothesis- and problem-driven research projects that will sustain project outcomes beyond the E-RISE RII funding
4 years ($7M) + 3 Years ($4.5M)

IMPLICATIONS FOR IDAHO

- Eligibility
  - Eligibility has been expanded [universities, colleges, Tribal Nations, non-profits, private institutions]
  - Track-1 institutions become eligible Aug 2027 [Year 5 of I-CREWS]
  - Other Idaho institutions are eligible now
  - Eligibility could be updated in Spring 2025
- Role of EPSCoR Committee is transitioning
  - Expanded representation necessary [Chair Tuthill is leading expansion efforts]
  - Expected to provide high-level strategic view of research across Idaho
    - greater collaboration with HERC
  - Approval for submissions NOT required
- Submissions
  - Minimum of one E-CORE
  - Likely multiple E-RISEs possible
  - Any institution can lead or co-lead, and submit E-COREs and E-RISEs
  - Intent remains to provide statewide collaboration and coordination [per the current solicitations]
- Implications
  - Statewide coordination and planning by Idaho institutions OR individual institutional approaches

Building Research Competitiveness through EPSCoR/IDeA

https://www.idahoepscor.org

https://www.nsf.gov/od/oia/programs/epscor/

https://basicresearch.defense.gov/Pilots/DEPSCoR-Defense-Established-Program-to-Stimulate-Competitive-Research/

https://science.osti.gov/bes/epscor

https://www.nigms.nih.gov/Research/DRCB/IDeA/Pages/default.aspx

https://www.nasa.gov/stem/epscor/home/index.html

https://www.nifa.usda.gov/grants/programs/agriculture-food-research-initiative-afri/afri-fase-epscor-program

SUBJECT

Higher Education Research Council Annual Report for Fiscal Year 2024

REFERENCE

February 2017	The Board was provided the annual update of the Higher Education Research Council for FY16 and approved the second reading of amendments to Board Policy III.W.
February 2018	The Board was provided the annual update of the Higher Education Research Council for FY17
June 2019	The Board was provided the annual update of the Higher Education Research Council for FY18
June 2020	The Board was provided the annual report of the Higher Education Research Council for FY19
June 2021	The Board was provided the annual report of the Higher Education Research Council for FY20
February 2022	The Board was provided the annual report of the Higher Education Research Council for FY21
February 2023	The Board was provided the annual report of the Higher Education Research Council for FY22
February 2024	The Board was provided the annual report of the Higher Education Research Council for FY23

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W. Higher Education Research recognizes the significant role research plays in innovation, economic development, and enhanced quality of educational programs. By developing and leveraging the state's unique research expertise and strengths, Idaho's universities and colleges serve as catalysts to spur the creation of new knowledge, technologies, products, and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for, and oversees the use of, the limited resources allocated by the Board for higher education research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the state.

HERC also administers the Idaho Global Entrepreneurial Mission (IGEM) Fund programs, disbursement of Infrastructure Funds, and the oversight of matching funds for our Idaho Established Program to Stimulate Competitive Research (EPSCoR) federal grants on the Board's behalf and in compliance with Board

Policy III.W.

HERC-IGEM projects are awarded for competitive state university research in support of the goals of the IGEM initiative. These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths leads to new advances and opportunities for economic growth and enhance Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide ongoing input to the Higher Education Research Council on areas of focus and strategic direction.

ATTACHMENTS

Attachment 1 – FY24 HERC Report Presentation Deck
Attachment 2 – FY24 HERC Budget Allocation
Attachment 3 – FY24 Performance Measure Reports
Attachment 4 – FY24 Research Activity Reports
Attachment 5 – FY24 Infrastructure Summary Reports
Attachment 6 – FY24 Undergraduate Research Report
Attachment 7 – FY24 Idaho Conference on Undergraduate Research Report
Attachment 8 – FY24 IGEM Grant Annual Reports

BOARD STAFF COMMENTS AND RECOMMENDATIONS

A full presentation of HERC activities was provided to the Instruction, Research and Student Affairs Committee of the Board on February 6, 2025.

BOARD ACTION

This item is for informational purposes only.

Higher Education Research Council (HERC)

Report on activities from July 1, 2023 - June 30, 2024
(Fiscal Year 2024)

Dr. Grace Anderson, Chair
Dr. Chris Nomura, Chair-Elect

Attachments

- FY24 HERC Budget Allocation
- FY24 Performance Measures Reports
- FY24 Research Activity Reports
- FY24 Infrastructure Summary Reports
- FY24 Undergraduate Research Reports
- FY24 Idaho Conference on Undergraduate Research Report
- FY24 IGEM Grant Final and Annual Reports

HERC - Mission

Strengthen the research capabilities at Idaho's public four-year institutions and contribute to the economic development of the state of Idaho.

HERC - Purpose, Vision, and Role

- **Purpose:** To provide vision, leadership, and strategic financial support to the research endeavors at Idaho's higher education institutions.

- **Vision:** Idaho will become a research destination in key discipline areas.

- **Role:** To manage HERC funds, influence the research endeavor in higher education in Idaho, and monitor key factors that might impact the funder and influencer roles HERC plays.

HERC Membership

Higher Education Representatives

Dr. Nancy Glenn, *Boise State University*

Dr. Martin Blair, *Idaho State University*

Dr. Christopher Nomura, *University of Idaho (Chair-Elect)*

Dr. Grace Anderson, *Lewis-Clark State College (Chair)*

Industry Representatives

Todd Combs, *Idaho National Laboratory*

Eileen Barber, *Keynetics*

Heather Messenger, *Life Sciences and Biotech Industry*

Douglas Sayer, *Premier Technology Inc.*

FY24 HERC Budget Allocation

HERC IGEM Grants	$2,100,000
Research Infrastructure Funds	$854,000
Matching Grants (EPSCoR match)	$800,000
Undergraduate Research	$265,000
Administrative Costs	$55,800
Total	**$4,074,800**

Research Infrastructure

Funding to support science, engineering, and other research infrastructure

FY24 Infrastructure Budget - $854,000

Major line items:

- **BSU** – $127,000 for High-Performance Computing Equipment and Software.
- **ISU** – $89,907 used to improve research infrastructure facility in need of partial roof replacement, surveillance cameras installed, and locks being replaced.
- **LCSC** – $41,069 for salary and fringe for LC State Librarian allocated to support undergraduate and faculty research efforts.
- **UI** – $114,981 spent for a CPU 8x GPU Capable Server for Research and Computing Data Sciences unit.

Undergraduate Research

Funding to support STEM undergraduates in research projects and travel to conferences

FY24 Undergraduate Research Budget - $225,000

68 student research projects supported in FY24:

- **BSU** – 20 students across 12 STEM disciplines participated in a 12-week mentored research experience.
- **ISU** – 22 students received mentored research experience and had the opportunity to present their research at the ISU Undergraduate Research Symposium or ICUR.
- **LCSC** –15 students received mentored research experience and had the opportunity to present their research at the ISU Undergraduate Research Symposium or ICUR.
- **UI** – Out of 42 applicants, 11 students were provided with a $5,000 stipend in the form of a fellowship which allowed them to devote full time effort to their projects. Each student was also provided with $1,000 to help offset materials and supplies and other project related expenses.

Idaho Conference on Undergraduate Research (ICUR)

Funding for a two-day undergraduate conference held each July.

FY24 ICUR Budget - $40,000

FY24 ICUR Highlights/Outcomes:

- 444 participants over 35 different institutions/organizations
- 181 poster presentations
- 550 project collaborators including 255 undergraduate students, 78 graduate students, and 151 faculty
- HERC funding was utilized to pay for transportation and housing for students to attend from across the state and for the space, A/V, and catering for the event

Idaho Global Entrepreneurial Mission Fund (IGEM)

Competitive grant program used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

- 1- to 3-year grants up to $700,000 per year
- FY24 IGEM Grant Budget – $2,100,000
- Active Grants in FY24: 3

FY24 Active IGEM Grants

IGEM 22-001: The Cyberdome: An Investment in Idaho's Cybersecurity Future

Boise State University - $700,000 – Year 3/Ended

IGEM 22-002: Boise State University Food and Dairy Innovation Center (FDIC)

Boise State University - $700,000 – Year 3/Ended

IGEM 23-001: Reconfigurable Attack-Defend Instructional Computing Laboratory **(RADICL)**

University of Idaho - $700,000 – Year 2

IGEM 22-001: The Cyberdome: An Investment in Idaho's Cybersecurity Future

- The Cyberdome project funded an equivalent of 22 six-month long student internships.
- There were a total of five papers published across topics such as: protecting data integrity for outsourced databases, email encryption methods, and nation-initiated cyber-attacks.
- The team served 11 clients and had approximately 20 prospective clients in varying stages of movement forward towards activation, far exceeding the original grant goal of five clients.
- Twelve departing interns accepted a full-time job offers. The median wage for those with a bachelor's or master's degree was $70,000 while those with an associate's degree earned $46,800.

IGEM 22-002: Boise State University Food and Dairy Innovation Center (FDIC)

- Construction of three and a half FDIC lab modules of 650 sq ft per lab took place, for a total of more than 2,000 sq ft
- Currently managing 20 sponsored projects
- Another four proposals have been awarded and contracts are in the process of being finalized.
- Trained 17 graduate students, 23 undergraduate students, and employed 7 staff. In addition, four students placed into internships, where two gained full time employment
- A total of five papers were published along with one patent awarded

IGEM 23-001: Reconfigurable Attack-Defend Instructional Computing Laboratory (RADICL)

- Number of faculty and student participants as a result of funding:
  - 7 Principal Investigators
  - 2 Master's students
  - 1 new student recruited to be directly funded in next reporting period
  - 14 additional undergraduate and graduate students directly involved in supporting initial project efforts
- Hosted two regional workforce and collaboration workshops
- One paper published
- Created a private cloud environment that will support the reconfigurable virtual spaces for cybersecurity and energy research and training
- Doubled the computing capacity of their private cloud environment from the previous year's acquisitions

Thank you.

Idaho State Board of Education

FY 2024 Allocation of HERC Funds

	FY2024
Allocation	**$4,074,800**
HERC IGEM	2,100,000
Infrastructure Funds	$854,000
Matching Grants (EPSCoR Match)	$800,000
Incubation Fund	$0
Undergraduate Research	$265,000
Administrative Costs	$55,800
TOTAL BALANCE	**Sum** $0

IGEM Funds

BSU	IGEM 22-001	700,000
BSU	IGEM 22-002	700,000
UI	IGEM 23-001	700,000
Total IGEM	***Committed IGEM Funds***	***$2,100,000***

Research Infrastructure Funds

BSU	$250,000
ISU	$250,000
UI	$250,000
LCSC	$104,000
Total Infrastructure	**$854,000**

Matching Award Grants

NSF-EPSCoR	$800,000
Total Matching Grants	**$800,000**

Targeted Research

Idaho iCORPS Ignite (Institution pending)

Total Targeted Research

Undergraduate Research

BSU	$65,000
ISU	$65,000
UI	$65,000
LCSC	$30,000
Idaho Conference for Undergraduate Research (ICUR)	$40,000
Total Undergraduate Research	**$265,000**

Administrative Costs	
FY24 Administrative Costs	55,800
Total Administrative Costs	**55,800**
Total Budget / Allocation	**$4,074,800**

Boise State University FY24 Performance Measures Report

Performance Measure	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey, 5 Year Average.	$38,318,235	$41,113,857	$43,638,927	$45,960,283	Not Available	5% average increase across the previous 5 years
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. % increase over prior 5 yr period.	6.7%	7.3%	6.1%	5.3%	Not Available	5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho institution of higher education (in either direction).	35	23	26	30	37	5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	25	12	9	13	12	3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in Higher Education Research Stategic Plan and that involves at least two Idaho public postsecondary institutions.	2	2	1	0	0	1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions. 5 year average.	$2,629,765	$2,760,431	$2,858,774	$2,654,282	$2,589,813	5% average increase across the previous 5 years
Statewide amount of awards with the Idaho National Laboratory by the institutions. % increase over prior 5 yr period.	4.8%	5.0%	3.6%	-7.2%	-2.4%	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding from private sector only.	13.8	10.4	9.2	9.8	9.2	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding from private sector only.	4.5%	-24.6%	-11.5%	6.5%	-6.1%	5% average increase across the previous 5 years

Boise State University FY24 Performance Measures Report

Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding federal pass-through only.	3.8	4.2	4.6	4.4	4.8	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding federal pass-through only.	-9.5%	10.5%	9.5%	-4.3%	9.1%	5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. 5 year average.	25.6	24.2	26.0	32.6	36.8	5% average increase across the combined institutions from the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. % increase over prior 5 year period.	-11.1%	-5.5%	7.4%	25.4%	12.9%	5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions. 5 year average.	17.0	17.0	16.8	16.0	13.4	5% average increase across the previous 5 years
Number of invention disclosures resulting from research at the institutions. % increase over prior 5 year period	7.59%	0.00%	-1.18%	-4.76%	-16.25%	5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.				6	2	2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects. 5 year average	1042.4	1118.0	1215.6	1247.2	1291.6	3% average increase across the previous 5 years
Number of undergraduate and graduate students at the institutions paid from sponsored projects. % increase over prior 5 year period	7.84%	7.25%	8.73%	2.60%	3.56%	3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. 5 year average	39.2%	39.0%	38.8%	38.1%	36.7%	10% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. % increase over prior 5 year period	7.54%	-0.49%	-0.57%	-1.71%	-3.59%	10% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. 5 year average	930.0	993.2	1066.6	1121.2	1137.4	3% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. % increase over prior 5 year period	8.8%	6.8%	7.4%	5.1%	1.4%	3% average increase across the previous 5 years

Performance Measure Explanatory Notes:

Boise State University FY24 Performance Measures Report

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

Idaho State University FY24 Performance Measures Report

Performance Measure	FY2023	FY2024	FY2025	FY2026	FY2027	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey,	$7,404,000	$7,122,873	$0	$0	$0	5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	37	36	0	0	0	5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	31	22	0	0	0	3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in this strategic plan and that involve at least two Idaho public postsecondary institutions.	0	0	0	0	0	1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$2,499,045	$2,780,447	$0	$0	$0	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.).	64	48	0	0	0	5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions.	1	0	0	0	0	5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions.	1	6	0	0	0	5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.	1	6	0	0	0	2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects.	362	382	0	0	0	3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience.	36%	36%	0%	0%	0%	10% average increase across the previous 5 years

Idaho State University FY24 Performance Measures Report

Number of faculty and staff (combined metric) at the institutions paid from sponsored projects.	231	211	0	0	0	3% average increase across the previous 5 years
K-20 Statewide Stratgic Plan Performance Measures						
Percentage of students participating in undergraduate research.	36%	36%	0%	0%	0%	Note: This measure is being requested independently from your IR offices.

Lewis Clark State College FY24 Performance Measures Report (First year tracking)

Performance Measure	FY2024	FY2025	FY2026	FY2027	FY2028	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey, 5 Year Average.*	$480,771					5% average increase across the previous 5 years
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. % increase over prior 5 yr period.*	N/A					5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho institution of higher education (in either direction).	0					5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	0					3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in Higher Education Research Strategic Plan and that involves at least two Idaho public postsecondary institutions.	0					1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions. 5 year average.	0					5% average increase across the previous 5 years
Statewide amount of awards with the Idaho National Laboratory by the institutions. % increase over prior 5 yr period.*	N/A					5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding from private sector only. See Note A*	0					5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding from private sector only. See Note A*	N/A					5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding is federal pass-through only. See Note A*	0					5% average increase across the previous 5 years

Lewis Clark State College FY24 Performance Measures Report (First year tracking)

Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding is federal pass-through only. See Note A*	N/A					5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. 5 year average.*	0					5% average increase across the combined institutions from the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. % increase over prior 5 year period.*	N/A					5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions. 5 year average.*	0					5% average increase across the previous 5 years
Number of invention disclosures resulting from research at the institutions. % increase over prior 5 year period*	N/A					5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.	0					2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects. 5 year average*	28					3% average increase across the previous 5 years
Number of undergraduate and graduate students at the institutions paid from sponsored projects. % increase over prior 5 year period*	N/A					3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. 5 year average*	11%					10% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. % increase over prior 5 year period*	N/A					10% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. 5 year average*	6.00					3% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. % increase over prior 5 year period*	N/A					3% average increase across the previous 5 years

***Data not available for 5 year period. Where data is provided it is for FY24**

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

University of Idaho FY23 Performance Measures Report (FY24 data will be provided in late February 2025)

Performance Measure	FY2019	FY2020	FY2021	FY2022	FY2023	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey, 5 Year Average.	$106,568,703	$109,640,230	$110,327,710	$111,540,817	$116,402,928	5% average increase across the previous 5 years
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. % increase over prior 5 yr period.	3.13%	2.88%	0.63%	1.10%	4.36%	5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho institution of higher education (in either direction).	17	16	18	17	22	5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	9	11	6	6	14	3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in Higher Education Research Strategic Plan and that involves at least two Idaho public postsecondary institutions.	N/A, new metric	N/A, new metric	N/A, new metric	2	2	1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions. 5 year average.	22.80	25.40	28.60	31.20	34.20	5% average increase across the previous 5 years
Statewide amount of awards with the Idaho National Laboratory by the institutions. % increase over prior 5 yr period.	10.68%	11.40%	12.60%	9.09%	9.62%	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding from private sector only. See Note A	48.80	50.80	52.20	50.60	47.80	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding from private sector only. See Note A	2.09%	4.10%	2.76%	-3.07%	-5.53%	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding is federal pass-through only. See Note A	18.40	20.40	21.20	21.60	24.00	5% average increase across the previous 5 years

University of Idaho FY23 Performance Measures Report (FY24 data will be provided in late February 2025)

Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding is federal pass-through only. See Note A	10.84%	10.87%	3.92%	1.89%	11.11%	5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. 5 year average.	7.6	6.6	7	8.6	10	5% average increase across the combined institutions from the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. % increase over prior 5 year period.	-7.32%	-13.16%	6.06%	22.86%	16.28%	5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions. 5 year average.	20.6	24.8	27.2	27	24.6	5% average increase across the previous 5 years
Number of invention disclosures resulting from research at the institutions. % increase over prior 5 year period	8.42%	20.39%	9.68%	-0.74%	-8.89%	5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.	N/A, new metric	N/A, new metric	N/A, new metric	11	8	2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects. 5 year average	1194.8	1180	1151.4	1118.6	1079	3% average increase across the previous 5 years
Number of undergraduate and graduate students at the institutions paid from sponsored projects. % increase over prior 5 year period	2.58%	-1.24%	-2.42%	-2.85%	-3.54%	3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. 5 year average	61%	60%	60%	57%	56%	10% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. % increase over prior 5 year period	-0.41%	-0.51%	-1.08%	-3.98%	-2.09%	10% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. 5 year average	1246.20	1264.80	1273.80	1286.20	1289.00	3% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. % increase over prior 5 year period	2.30%	1.49%	0.71%	0.97%	0.22%	3% average increase across the previous 5 years

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

Boise State University Research Activity Report FY2024

Awards for the Period July 1, 2023 through June 30, 2024

Activity Type	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs	$ 2,841,590	$ 6,159,258	$ -	$ 355,816	$ 9,356,664	
State Instruction Appropriations	$ -	$ -	$ -	$ -	$ -	
Subtotal Instruction	$ 2,841,590	$ 6,159,258	$ -	$ 355,816	$ 9,356,664	11.21%
Research:						
Sponsored Programs	$ 39,437,227	$ 1,147,106	$ 296,974	$ 1,377,444	$ 42,258,751	
State Research Appropriations	$ -	$ 352,700	$ -	$ -	$ 352,700	
Subtotal Research	$ 39,437,227	$ 1,499,806	$ 296,974	$ 1,377,444	$ 42,611,451	51.07%
Other Sponsored Activities:						
Sponsored Programs	$ 25,833,110	$ 3,375,508	$ 31,600	$ 2,069,930	$ 31,310,148	
State Other Sponsored Activities Appropriations	$ -	$ 163,900	$ -	$ -	$ 163,900	
Subtotal Other Sponsored Activities	$ 25,833,110	$ 3,539,408	$ 31,600	$ 2,069,930	$ 31,474,048	37.72%
More Than One Type						
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	
State Other Sponsored Activities Appropriations	$ -	$ -	$ -	$ -	$ -	
Subtotal More Than One Type	$ -	$ -	$ -	$ -	$ -	0.00%
Grand Totals	**$ 68,111,927**	**$ 11,198,472**	**$ 328,574**	**$ 3,803,190**	**$ 83,442,164**	
Percent of Grand Total	***81.63%***	***13.42%***	***0.39%***	***4.56%***	***100%***	***100%***

Expenditures for the Period July 1, 2023 through June 30, 2024

Activity Type	Federal	State	Industry	Other	Totals	% of Grand Total
Instruction:						
Sponsored Programs	$ 2,047,830	$ 2,357,698	$ -	$ 218,567	$ 4,624,094	
State Instruction Appropriations	$ -	$ (176)	$ -	$ -	$ (176)	
Subtotal Instruction	$ 2,047,830	$ 2,357,522	$ -	$ 218,567	$ 4,623,919	6.43%
Research:						
Sponsored Programs	$ 39,087,272	$ 1,277,857	$ 343,524	$ 2,348,304	$ 43,056,958	
State Research Appropriations	$ -	$ 1,470,473	$ -	$ -	$ 1,470,473	
Subtotal Research	$ 39,087,272	$ 2,748,331	$ 343,524	$ 2,348,304	$ 44,527,432	61.93%
Other Sponsored Activities:						
Sponsored Programs	$ 19,029,366	$ 1,758,207	$ 178,133	$ 1,679,651	$ 22,645,357	
State Other Sponsored Activities Appropriations	$ -	$ 102,295	$ -	$ -	$ 102,295	
Subtotal Other Sponsored Activities	$ 19,029,366	$ 1,860,502	$ 178,133	$ 1,679,651	$ 22,747,652	31.64%
Grand Totals	**$ 60,164,468**	**$ 6,966,355**	**$ 521,657**	**$ 4,246,522**	**$ 71,899,002**	
Percent of Grand Total	***83.68%***	***9.69%***	***0.73%***	***5.91%***	***100%***	***100%***

Idaho State University Research Activity Report FY2024
Office for Research
Award Breakdown by Funding Agency Type and Project Type
July 1, 2023 through June 30, 2024

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	5,206,042	1,444,333	2,340,721	3,221,243	12,212,339	34%
Training and Instruction	3,779,688	1,245,658	1,537,973	324,198	6,887,517	19%
Other/Public Service	13,204,860	2,098,463	684,105	964,950	16,952,378	47%
Totals	22,190,590	4,788,454	4,562,799	4,510,391	36,052,234	100%
Percent of Total	62%	13%	13%	13%	100%	

State = Awards from state of Idaho agencies, including other state universities and colleges

Other/Foundation = Awards from other funding agecnies, such as foundations, universities from outside of Idaho, local municipalities, non-profits, etc.

File Name: ISU OR Annual Awards FY24

Idaho State University Research Activity Report FY2024

Office for Research

Expenditure Breakdown by Funding Agency Type and Project Type
July 1, 2023 through June 30, 2024

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	3,984,698	2,689,873	2,388,960	1,674,019	10,737,550	27%
Training and Instruction	7,929,126	2,624,431	1,414,510	577,110	12,545,178	32%
Other/Public Service	12,696,567	3,387,286	202,958	102,567	16,389,378	41%
Totals	24,610,391	8,701,591	4,006,428	2,353,696	39,672,106	100%
Percent of Total	62%	22%	10%	6%	100%	

File Name: ISU OR Annual Expenditures FY24

RRES1U (23-0112) is $11,487,172 of the Other/Public Service under Federal.

FY 2024 INFRASTRUCTURE REPORT SUMMARY – Boise State

Detailed Allocations	
Library Support	
Graduate Research Assistantships/Research Associates	
Post Doctoral Fellows	
Technician Support	
Maintenance Contracts	$2,100.41
Research Equipment	$247,899.59
Competitively Awarded Summer Research Support	
Start-Up Funds for New Hires	
Incentives to Reward Faculty for Research Achievements	
Other	
Total Allocation	$250,000

FY 2024 INFRASTRUCTURE REPORT SUMMARY – Boise State

Detailed Allocations	
Publications in refereed journals	
Presentations at professional meetings and conferences	
Grants Received as a result	
Grants Pending	
Student Participation	
Faculty Participation	
Other Participation	
Patents Awarded	
Patents Pending	
Manuscripts Submitted	

FY 2024 INFRASTRUCTURE REPORT SUMMARY – Boise State

Notes:
Research Equipment:
HPC (High Performance Computing) Equipment and Software - $127,000
WITec alpha300 Ri Inverted CRM and associated equipment/parts (lasers, imaging, cryostat) - $115,296
Mechanical Control Box with GF Signets – Biomedical Research Vivarium - $5,603
FY26 Biology Fragment Analyzer maintenance and service costs - $2,100.41

TOTAL: $250,000

Returns

- Return of $10,476.78 to SBOE in September 2024

Note from Sept 27, 2024 communication with John Thomas:
Two of the units we awarded HERC funds as part of the Research Infrastructure Funds Omnibus Award experienced significant delays in closing their books last fiscal year due to purchase order delays. Over the past month, they have returned unused funds to DRED. Today, I submitted an invoice payment request to our Procurement team for $10,476.78 to be returned to HERC. It was approved this afternoon, and a check should be cut and mailed within the next few days.

To prevent this issue from recurring in the future, all awardees of the Division of Research portion of HERC funds ($250k) will now receive the attached document, which clearly outlines that (1) these funds do not carry forward and (2) funds must be expended by June 20.

Further, in the instance of these funds being encumbered for infrastructure expenses, I am having units bill the Division of Research and Economic Development directly for the expense instead of having them set up a HERC account in their department to manage and transferring the funds as has been done by the previous admin. This ensures that I can view the status of these purchases monthly, and should the item still be encumbered/not shipped and paid for by May 30 of each year, I can submit a change order request with Procurement and inform the unit that they need to find separate funding.

With these changes, we should not experience a delay in returning HERC funds to SBOE like this again (and hopefully won't have anything to return!) Please let me know if you have any questions.

TOTAL: ($10,476.78)

FY24 Total: $239,523.22

FY 2024 INFRASTRUCTURE REPORT SUMMARY - Idaho State University

ISU FY 2024	Total $	Detailed Allocations
Library Support	$0	
Graduate Research Assistantships / Research Associates	$24,656	Support for Graduate and undergraduate students
Post-Doctoral Fellows	$0	
Technician Support		
Maintenance Contracts	$13,432	Preventative Maintenance on the purification system in Biolgy. Instrument service for the Milli-Q 7015 Purification System.
Research Equipment	$122,005	DNA Sequencer: This piece of equipment provides Next-Generation Sequencing data to ISU faculty as well as external reseachers and classrooms. BD FACSMelody Flow Cytometer: newly acquired instrument in the Molecular Research Core Facility. This Instrument is used for sorting blood cells and quantifiying types of immune cells in the blood sample. Humidity Boiler was purchased for our Animal facilities used for research. System install costs: install and commission an Elemental Scientific laser ablation system connected to an Agilent mass spectrometer at CAMAS, ISU. The funds for instrument acquisition were provided by a NSF Major Research Instrumentation award (BCS: 2320040; $744,396). Instrument provides hands-on training for undergraduate and graduate students in advanced chemical analysis of solid samples; enabling them to engage in cutting-edge research on archaeological artifacts, geological mineral identification and dating, and isotopic studies. These types of learning experiences provide our students with valuable technical skills, enhancing both their academic and professional readiness across multiple disciplines including archaeology, environmental sciences, forensics, and geology.
Competitvely Awarded Summer Research Support		
Start-Up Funds for New Hires	$0	
Incentives to Reward Faculty for Research Achievements	$0	
Other	$89,907	The funding was used to improve research infrastructure for a unique facility (former Armory Building) on the campus that was in need of partial roof replacement. Reactor Security Upgrades: 2 video surveillance cameras installed and existing magnetic locks were replaced with electronic strike locks. Repair on the Horiba Pump.
Total Allocation	$250,000	

FY 2024 INFRASTRUCTURE REPORT SUMMARY - Idaho State University

ISU FY 2024	
Publications in Refereed Journals	
Presenations at Professional Meetings and Conferences	
Grants Received as a Result	The data from the Illumnia MiSeq was part of a collaborative multi-year, NSF EpSCPR project.
Grants Pending	
Student Participation	The DNA sequencer provides data from this instrument impacts many ISU research endeavors with grant funded projects and graduate and undergraduate studies. Our graduate students are also using the Flow Cytometer in there research activities.
Faculty Participation	DNA sequencer provide data for ISU faculty as well as external researchers. FLOW Cytomter: Our faculty in Biological Sciences and Anthropology are both utilizing this instrument in their current research programs with the potential to bring in more users and collaborations in the future.
Other Participation	The data from the sequencer was used in a Microbiome summer course taght by the Nevada Genomics Center, University of Nevada Reno.
Patents Awarded	
Patents Pending	

FY 2024 INFRASTRUCTURE REPORT SUMMARY - Lewis Clark State College

	Total $	Detailed Allocations	
Library Support	$44,576	See Library Support Detail tab.	
Qualtrics License	$8,277	Annual campus license for survey software for use by students as well as faculty and staff for their survey research.	
Grant Support	$10,778	Internal operational sponsored programs support services	
Salary for Research Librarian	$41,069	Salary and fringe for LC State Librarian to support undergraduate and faculty research efforts.	
Total Expenditures	$104,700	Approved carryforward used	

	Detailed Allocations	
Publications in Refereed Journals		
Presentations at Professional Meetings and Conferences		
Grants Received as a Result		
Grants Pending		
Student Participation	Students utilize the research librarian and the purchased library resources in coursework, undergraduate research activities, and in preparing for the annual LC State Research Symposium. For survey research, Qualtrics survey software was purchased using HERC Infratructure funds for students' use at no cost.	
Faculty Participation	Faculty utilize the research librarian, Qualtrics software products, the purchased library resources and assist students in preparing for the annual LC State Research Symposium.	
Other Participation	Community members, faculty and staff emeritus, and alumni are invited to attend the research symposium each year.	
Patents Awarded		
Patents Pending		

FY 2024 INFRASTRUCTURE REPORT SUMMARY - University of Idaho

	Total $	Detailed Allocations
Library Support	$0	
Graduate Research Assistantships / Research Associates	$0	
Post-Doctoral Fellows	$0	
Technician Support	$0	
Maintenance Contracts	$0	
Equipment	$124,937	$114,981 -(1) CPU 8x GPU Capable Server for Research and Computing Data Sciences unit; $9,956 - Electron Microscopy equipment upgrades
Start-Up Funds for New Hires	$0	
Incentives to Reward Faculty for Research Achievements	$33,650	$6,550 Excellence in Research Award; $2,500 Power of Possibility Research Faculty Award; $24,600 Research Incentive Faculty Awards (17)
Other	$91,413	$26,211 for (3) UI Faculty and (1) Research & Faculty Development Director participants to travel to the NIH R01 program in Lincoln, NE; $9,213 for AI workshop;$452 for Institute for Innovative Climates Solutions NSF FIERCE research support; $2344 for PostDoc/Faculty Mentor Award; $10,000 publishing support; $3,002 travel support for the Idaho Geological Survey director to meet with stakeholders; $10,651 NASA EPSCoR Conference Room upgrades; $5,389 faculty laboratory research support; $13,400 in faculty travel awards to meet with individual research program officers. $10,751 Institutional Research Data Analyst position support.
Total Allocation	$250,000	

FY 2024 INFRASTRUCTURE REPORT SUMMARY - University of Idaho

	Detailed Allocations
Publications in Refereed Journals	4
Presentations at Professional Meetings and Conferences	5
Grants Received as a Result	
Grants Pending	
Student Participation	5
Faculty Participation	52
Other Participation	13
Patents Awarded	
Patents Pending	

NOTE: Other participation includes postdocs, research scientists, research specialists, and stakeholders.

Higher Education Research Council
Undergraduate Research Fellows
Boise State University
Final Report

Academic Year 2023-2024

Donna Llewellyn, Executive Director, Institute for Inclusive & Transformative Scholarship
Lavanya Seetamraju, Undergraduate Research Project Manager, Institute for Inclusive & Transformative Scholarship
Nico Diaz, Senior Student Initiatives Coordinator, Institute for Inclusive & Transformative Scholarship

Introduction

The Institute for Inclusive & Transformative Scholarship oversaw the HERC Undergraduate Research Fellowship at Boise State University Fall 2023 and Spring 2024. HERC funds were used to support Boise State undergraduate students who had minimal research experience with a 12-week mentored research opportunity during the fall and spring semesters. Funds provided by the Higher Education Research Council supported a total of 20 students across 12 different STEM disciplines.

On behalf of the Institute for Inclusive & Transformative Scholarship, we thank the Higher Education Research Council for their generous support in helping build meaningful experiential learning experiences for Idaho students and supporting faculty research.

The Higher Education Research Council provided $65,000 in funding to support STEM undergraduate research at Boise State University this year. Please see the table below of how stipends and travel awards were dispersed.

HERC Funding:

Stipends	**Amount**	**Details**
Fall Semester Research Stipends	$27,000	9 fellows, receiving $3,000 each
Spring Semester Research Stipends	$33,000	11 fellows, receiving $3,000 each
Travel grants	$5,000	See table below
Total	**$65,000**	

Conference	**Amount**	**Details**
Society for Range Management	$800.00	1 student presented at the conference in Sparks, NV.
American Chemical Society National Meeting	$800.00	1 student attended the conference in New Orleans, LA.
Max Planck Institute	$700.00	1 student to attend the Max Planck Institute in Germany.
Conference for Undergraduate Women in Physics	$1350.00	6 students attended the conference in Bozeman, MT.
Pacific Sociological Association Annual Conference	$1350.00	6 students attended the conference in San Diego, CA.

The titles and abstracts of the student projects are on the following pages.

Fall 2023 Fellows

Benjamin Bailey - Material Science and Engineering

Title: Advanced Scanning Probe Microscopy and Infrared Nanospectroscopy Characterization of Atomic Layer Deposited and Etched Thin Films

Abstract: Because modern semiconductor device features are smaller than the diffraction limit of standard optical microscopes, higher resolution electron and scanning probe microscopies are routinely employed for device characterization. In particular, atomic force microscopy (AFM) and associated advanced scanning probe microscopy (SPM) techniques can map nanoscale surface topography and morphology as well as provide insight into electrical, magnetic, and mechanical properties. More recently, with the development of AFM-IR, AFM can be combined with infrared (IR) spectroscopy to provide chemical identification with ~10 nm resolution. Here we report AFM characterization of area selective atomic layer deposition (ASALD) and etching (ASALE) of molybdenum disulfide (MoS 2), a layered two-dimensional (2D) semiconductor that shows great promise due to its atomically thin structure and impressive electrical properties. High resolution AFM is used to characterize ALD film quality and ALE morphology, while advanced SPM modes are employed to measure electrical properties of interest. Additionally, AFM-IR is brought to bear to provide insight into the ALE mechanism and reaction products. These results hold promise for advancing the characterization and integration of novel 2D materials into semiconductor device manufacturing.

Ammon Butler - Mechanical Engineering

Title: Improving Ni-Mn-Ga Alloy Actuation: Effects of Micro-Peening on Mechanical and Magnetic Properties

Abstract: As miniaturization in modern devices advances, the demand for efficient, compact actuators becomes increasingly critical. Traditional mechanical systems often face limitations in size and response time at small scales, highlighting the need for new materials that can deliver both high performance and scalability. Magnetic shape memory alloys (MSMAs), such as Nickel Manganese Gallium (Ni-Mn-Ga), offer solutions for small-scale actuators due to their combination of magnetic actuation and superelasticity. This research investigates how controlled surface treatments enhance the mechanical and magnetic properties of Ni-Mn-Ga. We focus on a technique called “micro-peening,” in which microscopic glass beads are shot at the sample surface using pressurized air. A Ni-Mn-Ga sample was first polished with a 3-micron slurry and then micro-peened with pressures ranging from 10 to 25 psi, increasing in 5-psi increments. For each surface treatment, we performed multiple mechanical compression tests with a custom-made micro-mechanical tester and magnetic actuation experiments with a standard vibrating sample magnetometer. The results reveal that specific intermediate treatments yield optimal mechanical and magnetic properties by “smoothing” the actuation process, suggesting potential pathways to improve Ni-Mn-Ga’s performance in technical devices requiring reliable actuation.

Samantha Butler - Biology with a Cellular, Molecular and Biomedical Emphasis

Title: Eat the Raw Cookie Dough
Abstract: Salmonella is a highly antibiotic-resistant Gram-negative bacteria that is the most reported bacterial food-borne disease. Despite increases in awareness and sanitation, the incidence of Salmonella has continued to increase. A vaccine to combat this important pathogen in agriculturally important animals would help to protect humans. AB5 toxins are key bacterial virulence factors and have been used as vaccine antigens. We have previously characterized an AB5 toxin of S. Typhimurium, called ArtAB, to better understand its role in pathogenesis. We hypothesized that other AB5 toxins can be found using Salmonella whole genome sequence searches. We identified a homologous toxin with 31% identity to ArtAB in S. Montevideo (PltC). Using PCR, we have also identified PltC in isolates of S. Typhimurium and cloned it into a plasmid for expression in E.coli. Similar process has been used to identify a toxin from Diarizonae that has two B-subunits to clone into E. Coli. Protein purification using D-galactose or Fetuin affinity was not successful to purify the pltC A and B subunits, and other methods are currently being explored including cloning the B subunit alone. In addition, we have tested the DNA from bovine fecal samples to determine if the artAB gene is present and will test these samples for pltC in the future. Western-blot was used to test for an immune response, but the process was unsuccessful. This work will support future studies involving antigen and antibody testing with the goal of animal studies and clinical trials to develop a novel bovine Salmonella vaccine.

Sarah Cole - Material Science and Engineering

Title: Synthesis of Uranium Nitride Nuclear Fuel
Abstract:In order to sustain the U.S. nuclear reactor fleet, the industry is currently bolstering its advanced fuel cycle through the development of novel fuel forms. Advanced Technology Fuels (ATF) such as uranium nitride (UN) offer higher uranium density, higher thermal conductivity, and lower coefficient of thermal expansion compared to currently used uranium dioxide (UO2) fuels. These properties have the potential to lead to increased power uprates, longer cycle lengths, and improved performance. While there are numerous synthesis techniques for UN, this study focuses on the carbothermic reduction of UO2 prior to nitriding due to its cost, efficiency, and process scalability. Synthesized UN powder was characterized for phase purity before being high energy planetary ball milled (HEPBM), pressed, and sintered in order to study the effects of the ball milling processing step on final sintered density.

Maria Jessica Cruz - Public Health

Title: It's 110° Fahrenheit Outside! Managing Heat & Protecting Workers
Abstract: Global temperatures and heat waves have increased due to climate change over the years, which can severely impact the health and safety of the outdoor working population groups. Agricultural workers are among the vulnerable populations impacted by heat stress due to the demanding work they perform under direct sunlight and in poor working conditions. In light of this, a literature review was conducted to identify and synthesize effective interventions to help decrease heat stress and prevent these severe health impacts. Findings were synthesized from 10 articles and summarized in educational outreach materials that were developed. These include a trifold pamphlet, poster, and business card infographic for distribution to community organizations and farmworkers. Feedback was solicited from farmworker-serving community organizations, and the materials were translated in Spanish. The effective interventions that were identified

during the literature search and highlighted in the materials includes heat education and awareness training; water, rest, and shade; cooling interventions; workplace modifications; clothing; and team monitoring.

Lindsey Jenkins - Chemistry

Title: The Physiochemical Properties of Perfluoronated Environmental Pollutants
Abstract: Perfluoroalkyl substances (PFAS) persist in the environment and have been shown to disrupt the Earth's carbon cycle and negatively contribute to the Greenhouse Effect. PFAS have been found to have unique properties, such as ice nucleation and increased hydrophilicity, compared to their nonfluorinated versions. In order to improve models to predict climate change, a molecular understanding of the physicochemical behavior of PFAS molecules on environmentally relevant aqueous surfaces is needed. Sum Frequency Generation (SFG) spectroscopy and surface tension afford the ability to determine surface behavior of PFAS. Here, we compare three different chain length of PFAS to their nonfluorinated compounds at the air/water interface. In the hydrogen bonding region, fluorinated PFAS have shown to increase the O-H stretch SFG signal which correlates to more ordering of water molecules at the surface. In addition, surface tension measurements were completed to determine apparent surface pKa. The high surface activity of PFAS adds additional challenges to standard analytical techniques used in environmental chemistry. This study explores these distinctive physiochemical properties with the goal of rational design of remediation techniques for PFAS from the environment.

Autumn King - Biology

Title: Comparing the retentiveness of coarse particulate organic matter transport of a natural and restored stream
Abstract: We looked at how well, or how far, coarse patriciate organic matter, or leaf material, travels downstream during both high and low stream discharge. We did this to compare the function of two steam's retentive capabilities, which are dependent on several different factors such as particle type, size, and instream features. The retentiveness of a stream can be what determines how well nutrients are retained within a stream system. We compared a natural and a restored stream. The Diane Moore Nature Center served as the location for our artificially constructed stream segment. Dry Creek, located within the Dry Creek Experimental Watershed, served as the location of our naturally occurring stream segment. Both streams are in Boise, Idaho within a 30-minute drive from Boise State University.

Ryn Oliphant - Physics

Title: Improving Prediction of Solar Material Properties through Software Engineering
Abstract: It is possible to inexpensively generate electrical power from the sun with panels made from carbon-based molecules. The challenge is in finding the organic molecules that are both easy to make and efficient at catching light and converting it into power. It is therefore important to understand how charges move through these molecular systems, and we use kinetic Monte Carlo simulations to investigate these processes. Because the scientific software for performing kinetic Monte Carlo simulations of charge transport in organic materials is relatively new, there are open challenges with improving software performance, correctness, and generalizability. In this work, we focus on scientific software development of the package MorphCT and identify and prioritize areas for improvement. MorphCT calculates charge hopping rates between organic

molecule pieces, and we recognize instances of pairs of organic pieces breaking assumptions that MorphCT depends upon. We add logic to the library to help users manage these corner cases more effectively. These advances help make tangible connections between materials structure and performance, while also making the computational workflows that we use to study them more transparent, reproducible, usable, and extensible by others.

Aviana Smith - Physics

Title: Investigations Into the Electrical Double Layer at the Membrane Interface
Abstract: The formation of an electrical double-layer (EDL) is a consequence of the electrostatic interactions that occur at the interface between a charged surface and an electrolyte. The asymmetrical distribution of coions and counterions at the interface leads to charge accumulation, development of capacitances, and large variations of the electrical properties in terms of electric field, potential, and conductance. The EDL is a key concept in electrochemistry, which is important for energy storage in supercapacitors or electrocatalysis. However, the implications are even more important for biological systems; all cells are surrounded by a charged membrane, and any modification of electrical properties leads to changes in the biological functions essential for cellular physiology. Despite all of the progress made in understanding the structure and properties of EDL over the last century, a complete physical model and a proper mathematical frame have not been ascertained. Consequently, the understanding of predictable relationships between the interface properties and biological functionalities are still in the incipient phase. To fill the gaps in our knowledge, we developed an experimental system suitable for gathering relevant data on the electrical properties of the interface by employing both inorganic and organic interfaces; this interface is also viable for physical and mathematical modeling.

Spring 2024 Fellows

Lucas Arsenith - Civil Engineering

Title: Effect of Terrain Resolution on Rockfall Dispersion
Abstract: Rockfall events are a geohazard that can pose a significant threat to infrastructure and life in mountainous areas. The trigger mechanism for these events varies but is usually due to undercutting of an existing slope, physical weathering including freeze/thaw cycles, anthropogenic factors such as excavation, environmental factors, and seismic events. Corrective measures are expensive and involve using nets, anchor bolts, or removing hazardous rock masses. Historically, two-dimensional modeling techniques have been used for sites where rockfall is a risk but these are limited in their functionality and accuracy. Three-dimensional modeling techniques are currently evolving and being used to accurately predict where boulders that detach from the slope will land. My study aims to address current issues with using a three-dimensional rockfall model such as data collection, required inputs, accuracy, and calibration. For this portion of my study, I will be comparing models created using site-specific LiDAR data and downsampling the point cloud to analyze the effects of topography resolution and boulder size on the distribution of the final resting boulder locations, known as dispersion. I hypothesize boulders in models with higher-resolution topography will have a tighter dispersion when compared to lower-resolution topography. I will continue to work on this research topic as a master's student and further investigate how the dispersion of boulders compares with terrain resolution. From this research, I hope to produce a three-dimensional calibrated rockfall model for this site.

Giada Brandes - Mechanical Engineering

Title: Assessing EtCO2 Levels Exhibited During Nose Deformation
Abstract: Obstructed breathing during sleep creates a challenge for nasal respiration during the night, affecting nearly 24% of the population between ages 30 to 60 years old. Neonates and infants have underdeveloped nasal cavities which cause higher nasal resistance because of their radially smaller middle cavity and the lack of an inferior meatus, resulting in less airflow. The long-term goal of this work is to apply the mechanics of adult breathing and nose deformation to infant breathing and test design.

Skyler Chase - Computer Science and Geoscience

Title: Infrasound-Based Avalanche Event Classification: Leveraging Deterministic Techniques for Machine Learning Dataset Creation
Abstract: Avalanche detection and classification play a crucial role in ensuring safety within mountainous transportation corridors. Infrasound, which encompasses sound frequencies below the human audio range, serves as a valuable indicator of avalanche activity and other related events. Previous studies have predominantly utilized deterministic methods to identify infrasound events, although distinguishing events associated with avalanches remains a challenge. To address this gap, leveraging machine learning techniques becomes imperative for accurate classification. However, this necessitates a robust labeled dataset. In this study, we present a novel tool that utilizes correlograms to visualize infrasound events. These visualizations serve as a foundation for event classification, enabling the distinction between avalanche and non-avalanche sources.

Leah Engle - Global Studies

Title: Climate Change Opinion Dynamics
Abstract: Climate change is a term used on a regular basis in society today. Science has proven that the climate has been changing over the years and has found direct ties to these trends and human actions. Nevertheless, Yale research has found that 48% of Idaho residents still deny that humans are causing this global warming, which is 6% above the national average. This sizable minority is hindering our society's ability to move towards a greener tomorrow. Therefore, we plan to use deep canvassing methods in hopes to start conversations about human impacts on climate change and further understand how it can be used to influence people’s ideas. A thorough systematic review of similar literature pertaining to climate change and social perspectives was conducted to form a strong background and understanding of this research. Through the data collected from the systematic reviews, cognitive interviews, and deep canvassing methods we expect to see positive results and an increase in awareness of the impacts that humans have on climate change.

Jadyn Hart - Mechanical Engineering

Title: Flux Mapping of a High Heat Flux Solar Simulator
Abstract: Concentrating Solar Power (CSP) is a form of renewable energy generation that utilizes solar irradiance to create useful heat. The extreme operating conditions under high temperature and solar flux can cause maintenance issues, increase operational costs, and decrease conversion efficiency under varying solar irradiance conditions. A solar simulator can be utilized to model similar conditions to those in CSP energy

generation in order to test different materials for solar receivers and heat transfer fluids. Since these experiments must be accurate to CSP conditions, the solar simulator should be characterized for heat flux distribution across the focal plane. A heat flux distribution map will be made of the high flux solar simulator using radiometer readings at locations with varying heat flux on the focal plane, and grayscale images will allow for correlation between flux and brightness using image analysis software. Using this strategy, a heat flux distribution map will be generated from the grayscale images for each of the individual lamps and all four lamps in order to calibrate the lights to a focal point and ensure peak flux is reached within the simulator.

Lauren Homza - Biology

Title: Visual Predator Detection in a Nocturnal Moth
Abstract: Detecting an approaching predator allows animals to employ evasive maneuvers in order to avoid being eaten (1). My study provides evidence that the greater wax moth (Galleria mellonella) may use visual stimulus to detect approaching predators (sensu 2). I also present preliminary data showing that the luna moth (Actius luna) may also be using visual stimulus to avoid predation. Using forceps, I tethered moths by the ends of their abdomens in front of a computer screen and induced flight. Once the moths were flying steadily I presented 1 of 6 "looming threats". I presented each moth with the stimulus up to six times. I calculated the frequency of predator avoidance behaviors after the onset of the stimulus and compared it to the frequency of those behaviors for the ten seconds preceding the onset of the stimulus. If moths are using their visual system to detect predators this brings a new dimension to understanding moths' anti-predator strategies, particularly given the two species used in this study are nocturnal. Flight cessation is generally considered a "last ditch" evasive maneuver, which points toward visual stimuli being an important component in the likelihood of a moth escaping predation in the final critical moments of an attack.

Amelia Jobe - Computer Science and Social Science

Title: "The Best Minds in Technology": How Meritocratic Language in Amazon Job Postings Perpetuates Gender Inequality
Abstract: I conducted a mixed-methods analysis of all Amazon internships advertised to undergraduate students during the spring 2024 semester to investigate how seemingly gender-neutral language in job postings works to reproduce gender inequality in technology-related fields. In my analysis, I found that when the percentage of women in the given field decreased, the amount of meritocratic and status-based language increased. These meritocratic phrases in job postings appeared to be gender-neutral but really worked to reproduce existing structures of gender inequality. In theory, merit acts as a great equalizer. In actuality, it can justify inequalities by rewarding those with pre-existing privileges and punishing those with social barriers to success. The male-dominated mature of the tech industry shapes technological ideals of merit in masculine ways. This masculinization of merit acts as a primer for masculinized cultural matching, which reproduces masculine hegemony in elite technological spaces such as Amazon.

Ethan LaHaug - Political Science

Title: Are Separately Elected Lieutenant Governors More Likely to Seek Other Statewide Offices?
Abstract: A major difference across state governments is whether lieutenant governors run on a team or separate ticket as the governor. However, we lack research on the effects of this difference. Moreover, lieutenant governors are rarely studied at all, perhaps due to the perception that lieutenant governors generally

have a minor role in state policymaking and governance. Despite their limited direct influence in many states, the lieutenant governor's office may serve as an important pipeline for other elected offices, especially governorships. Lieutenant governors who run separately for their office will have more experience running their own campaign, providing more name recognition, an established campaign organization, and fundraising networks that are beneficial for seeking higher office (e.g., Desmarais, La Raja, and Kowal 2014). Consequently, they may have more interest in and resources for seeking to move up the political ladder (Francis and Kenny 2000).

How does the election process of lieutenant governors affect their future careers? Are lieutenant governors who are separately elected more likely to run for higher office? If so, are they more successful? How do other factors like the powers of their office, partisanship, geography, and gender further shape their career decisions? We expect lieutenant governors who are separately elected will have more progressive ambition and access to resources, making it more likely they will seek higher office.

To answer these questions, we are collecting biographic and political data on lieutenant governors holding office in the past two decades for all 45 states with lieutenant governor offices. This research will extend our knowledge of this rarely studied statewide office and the people holding this office. It will also help us better understand state political pipelines and how the election method of lieutenant governors affects their future careers.

Katie Markthaler - Geoscience

Title: Moving Mountains: Determining Temperature Distribution in the Himalaya's Earliest Metamorphic Rocks
Abstract: The Himalayas of northern India expose a rare sheet of ultrahigh-pressure rocks, called the Tso Morari Complex, uplifted from at least one hundred kilometers depth. The widespread exposures of this rock complex provide an exceptional opportunity to examine the dynamics of how ultrahigh-pressure metamorphic rocks form and are exposed at the surface. These exposures have allowed us to sample geographically distributed rocks. In this project, I collected temperature data on four samples distributed along a 90-km long NW-SE transect across the entire complex. Additional thermometry from Thompson et al. (2024) is also available. I measured concentrations of temperature dependent zirconium in the mineral rutile using Laser Ablation - Inductively Coupled Plasma Mass Spectrometry. Using calibrated equations, we then estimated the maximum temperature experienced by these rocks at an assumed pressure of 25 kbar. Temperatures broadly increase from ~570 °C in the extreme northwest to ~625 °C ~45 km to the southeast, reaching ~770 °C in the extreme southeast. These are the first Zr-in-rutile data collected on geographically distributed samples across the Tso Morari complex. Although we have not yet calculated pressures, these data suggest possibly deeper origins of rocks to the southeast compared to the northwest, so that the sheet is tilted from its original orientation as it was exhumed. This implication is consistent with structural data that indicate NW-directed transport during exhumation (Long et al., 2020).

Ryan Samolis - Physics

Title: Whole River Contaminant Degradation Depends on Transport Processes in River Sediments
Abstract: Pollutants in rivers expose aquatic species and human populations to harmful contamination. In rivers, contaminants can naturally transform into equally potent "daughter" compounds. These transformations most commonly occur once contaminants have been carried by river water into a shallow,

reactive region of river sediments called the hyporheic zone. While mathematical models are useful tools for predicting parent and daughter contaminant exposure in rivers, they make assumptions about what processes dominate in the hyporheic zone, which limits our understanding of contaminant fate at the river scale. Here, we compared two hyporheic zone reactive transport models with differing transport assumptions – diffusion vs.advection – to understand how each process impacts the integrated effects of transport, surface-subsurface exchange, and subsurface reactions on whole river contaminant degradation. We found that the assumed transport process does not control whole-river parent-to-daughter transformation, but it strongly controls daughter compound degradation. Specifically, daughter degradation rates are highest when contaminants are advected through the hyporheic zone, compared with diffusion. Our results indicate contaminant degradation patterns depend on the transport mechanism in the hyporheic zone. Therefore, practitioners should consider both the toxicity of contaminants and the dominant physical processes in the hyporheic zone when predicting contaminant fate in river systems.

Miranda Trester - Biology with a Cellular, Molecular and Biomedical Emphasis

Title: Surveillance of Animal and Patient Samples for Pathogens

Abstract: I analyzed pathogens in patient and wild animal samples found using Next Generation Sequencing with the Illumina Respiratory Pathogen ID/AMR Enrichment Panel (RPIP). I found that Coronavirus OC43 was prevalent in many clinical samples in patients who had tested negative for COVID-19 and Influenza but were still exhibiting respiratory and other symptoms. I also found Coronavirus OC43 through sequencing of a ground squirrel's genome. I analyzed the base pair alignment of each of our patients' pathogen samples and the ground squirrel to the strain found in NCBI to determine if mutations had occurred. This research opens the door to furthering our understanding of how pathogens are transmitted between humans and animals. Additionally, many of the patients who tested negative for COVID-19 but had Coronavirus OC43 exhibited much harsher symptoms (such as throwing up) than patients usually exhibit with this pathogen.

Idaho State University | Office for Research

Undergraduate Research Funding for STEM Majors
Idaho State University
FINAL PROJECT REPORT for HERC Funds
November, 2024

Submitted By
Sonia Martinez
Undergraduate Research and Outreach Director
Idaho State University, Office for Research
Pocatello, Idaho

Idaho State University, Office for Research, Sonia Martinez| 921 South 8th Avenue|Pocatello, Idaho, 83209|208-282-1323.

Summary

In FY 24, we experienced an increased interest by students in undergraduate research. Central to the student learning experience is the mentor-mentee relationship. Students at Idaho State University engage in research at all levels of Science, Technology, Engineering, and Math (STEM). We recognize the impact of faculty-led research experiences on students to enhance their understanding of academic concepts and build professional skill development that makes them competitive in high-demand industry jobs. Therefore, Undergraduate Research is Goal Four in ISU's Strategic Plan.

Because ISU serves rural communities, whereas 41% of our students are first-generation students unfamiliar with research, the Office for Research casts a campus-wide outreach effort to inform students about paid research opportunities; this approach ensures access for all students. According to the Bureau of Labor Statistics, STEM majors are experiencing strong industry growth and the best return on education investment. To help students pursue their career goals in high-demand industry sectors, we work to eliminate barriers for our most vulnerable populations. At ISU, 39% of our students are Pell-eligible, and paid learning opportunities allow students who may otherwise have competing financial responsibilities to participate in research (IHE, Nov 4, 2024).

With the support of the Idaho State Board of Education, we awarded funding to seven faculty researchers. PIs were awarded up to $8,000 to support two or three students at $13.00 per hour, including funding for materials and supplies. In addition, $5,000 was awarded to nine students for conference travel to present research at prestigious national conferences. An additional $10,000 was awarded to McNair Scholars to support student research and travel. These funds were used for poster printing, travel, and equipment for twenty-two students.

Finally, students who participated in the funded HERC experience had the opportunity to present their research at the ISU Undergraduate Research Symposium in February 2024. In July, twenty-five students took advantage of transportation via a chartered bus to attend the ICUR conference held at Boise State University. We also welcomed a cohort of eight McNair scholars and their coordinators. Seven ISU faculty members also traveled to ICUR to participate in the "Meet a Professor" event. Idaho State University students engaged in the conference experience by sharing their research in poster presentations, lightning talks, panels, and faculty-student paired talks. The opportunity for our students would not be possible without the generous support from the State Board of Education. These experiences prepare our students for Idaho's high-demand industry jobs in the growing STEM fields. For a broader understanding of the experience our students gained, please refer to the ICUR conference report from Boise State University, where you will find participant testimonials.

Attached to this summary, please see the reports on the research activity supported by this grant cycle and the experiences our students gained this past academic year. If you have any questions, please call the Office for Research about any research presented in this report.

Idaho State University, Office for Research, Sonia Martinez| 921 South 8th Avenue|Pocatello, Idaho, 83209|208-282-1323.

Idaho State Board of Education
Higher Education Research Council
Undergraduate Research Fellows

Academic Year 23-24
Summary

Institutional Research and Effectiveness
500 8th Avenue, Lewiston, ID 83501 | instres@lcsc.edu | www.lcsc.edu/ir

Introduction

The Office of Institutional Research and Effectiveness, in collaboration with the Office of the Provost & Executive Vice President for Academic Affairs, oversaw the Higher Education Research Council (HERC) undergraduate research fellows' program.

The HERC funds provided undergraduates students with research opportunities in the Science, Technology, Engineering or Math (STEM) fields under the guidance of a faculty mentor. Lewis-Clark State College (LC State) students were selected based on a competitive application process. Fifteen (15) students received a HERC research fellowship. All participating students presented posters at either the LC State Research Symposium in May 2024 or at the Idaho Conference for Undergraduate Research (ICUR) in Boise, July 2024.

Thank you to the Idaho State Board of Education and HERC for their generous allocation of $30,000 in support of advancing STEM student learning. LC State expended the funds as follows:

EXPENSE CATEGORY	AMOUNT
Stipends	$6,855.00
Travel	$2,086
Materials and Supplies	$1,608.82
Miscellaneous Expenses	$270.00
TOTAL	$12,770.72*

*Received approval to utilize remaining balance to purchase needed materials and supplies in support of undergraduate research in FY25.

Following are the student project abstracts:

Fellowship Recipients: Sara Hathaway, Abigail Brown, Ava Hasenoehrl, Tesla Presnell & Jayden Youngren
Faculty Mentor: Dr. Eric Stoffregen, LC State, Division of Physical, Division of Physical Life, Movement & Sport Sciences
Title: *Metabolic dysfunction following early embryonic DNA damage in Drosophila melanogaster*
Abstract: Blm DNA helicase is essential for proper DNA replication during early Drosophila development. Progeny from Blm-null mothers die as embryos due to lack of Blm protein. However, a few progeny survive to adulthood. We hypothesized that survivors of Blm-deficient development would display alterations in metabolic function due to DNA damage incurred during development. Our data suggest metabolic processes, particularly those related to nutrient storage, are altered by development without Blm.

Fellowship Recipients: Conner May, Chris Denny, Abby Gorton & Ike Hopper
Faculty Mentors: Dr. Clay Robinson & Dr. Jessica Savage LC State, Athletics and Division of Physical, Life, Movement & Sport Sciences

Title: *Vitamin C's Effect on Iron Absorption & Aerobic Capacity in Female Cross-Country Athletes*
Abstract: The purpose of this study was to determine the effects that Vitamin C has on rates of Iron absorption and whether supplementation of vitamin C and Iron will improve Ferritin, Hemoglobin, Hematocrit levels, and V02 Max in female cross-country athletes. Six female cross-country athletes participated in pretesting including, V02 max, and blood draws to analyze iron absorption rates & posttest after eight-week Iron & Vitamin C supplementation intervention. All data was analyzed and was shared at the research symposium.

Fellowship Recipients: Rubina Jayden Martin & Kirsten Miller
Faculty Mentor: Dr. Leigh Latta, LC State, Division of Physical, Life, Movement and Sport Sciences
Title: *Effects of Temperature Increase on Behavior in C. elgens*
Abstract: For this experiment, behavioral analysis was completed to determine if temperature impacts the behavior of C. elegans. Specifically, various aspects of velocity (maximum velocity, mean velocity, and the standard deviation of velocity) were quantified using behavioral tracking and analysis software in two temperature treatment groups (18°C and 23 °C). We hypothesized that an increase in temperature would increase the speed at which these organisms move. Indeed, the results demonstrated that as temperature increased, the velocity of the C. elegans did as well. This may be due in part to the temperature increase stimulating greater metabolic activity in ectothermic species such as C. elegans. Because these nematodes have a specific temperature range at which they function properly, these results may also suggest that exceeding or failing to fall within their typical temperature range of 15°C to 25°C will result in a velocity decline initiated by their stress responses.

Fellowship Recipient: Rubina Jayden Martin & Kirsten Miller
Faculty Mentor: Dr. Leigh Latta, LC State, Division of Physical, Life, Movement and Sport Sciences
LC State, Physical, Life, Movement & Sport Sciences
Title: *Effect of Temperature on C. elegans Acceleration*
Abstract: This study examined the effects of temperature on aspects of the acceleration of Caenorhabditis elegans. Three generations of C. elegans were reared in two different temperature treatments (18°C and 23°C) and their behavior was measured using WormTracker software. Results indicated that maximum acceleration, mean acceleration, and the standard deviation of their acceleration were impacted. Specifically, the acceleration of C. elegans was higher for individuals in the high temperature group. Because C. elegans are ectothermic organisms, their behavior is dependent on temperature. C. elegans function best within a certain temperature range (typically between 15°C to 25°C), so the increase in acceleration in response to increased temperature is likely due to an increased metabolism. Although untested, it seems likely that when the threshold of this range is crossed, behavior may go down due to a stress response.

Fellowship Recipients: Tesla Presnell, Ava Hasenoehrl, Abigail Brown, Sara Hathaway, Jayden Youngren
Faculty Mentor: Dr. Eric Stoffregen, LC State, Division of Physical, Life, Movement & Sport Sciences
Title: *In Drosophila, survivors of Blm-deficient development exhibit a neurodegenerative phenotype that includes sleep and circadian rhythm disruption*
Abstract: Drosophila embryos that lack maternally loaded Blm protein experience DNA damage, leading to high embryo mortality. We hypothesized that the few embryos that survived to adulthood would experience neurodegeneration phenotypes. Progeny that developed with or without maternally loaded

Blm were studied. Those lacking maternal Blm exhibited reduced motor function, disrupted sleep, and altered circadian rhythms, suggesting increased neurodegeneration in the absence of accelerated aging.

Fellowship Recipient: Clayton Beachy, Chloe Shumaker, Joel Mullikin & Bonolo Molefe
Faculty Mentor: Dr. Jessica Savage, LC State, Division of Physical, Life, Movement & Sport Sciences
Title: *Effects of Stroboscopic Vision Impairment on Lower Quarter Balance*
Abstract: To determine the effect of stroboscopic vision on the Y Balance Test Lower Quarter (YBT-LQ) in ball sport collegiate male and female athletes.
METHODS: Male (n=1) and female (n=6) participants completed six trials of familiarization with all three reach directions: anterior (A), posteromedial (PM), and posterolateral (PL), for both right (R) and left (L) legs. Following familiarization, participants completed three trials in each direction and reach scores were recorded. Limb length measurements were used for calculation of composite scores for both right and left legs. Paired t-tests were used to identify significant ($p < .05$) differences between composite and anterior reach scores for right and left legs.
RESULTS: Significant differences were identified between R leg composite scores with (M = 87.08; SD = 5.97) and without stroboscopic vision (M = 93.93; SD = 6.31), $p < 0.01$, and R leg. A reach scores with (M= 53.16; SD = 6.40) and without stroboscopic vision (M = 63.91; SD =14.86), $p = 0.05$.

STRATEGIC INITIATIVE
Undergraduate Research Funding for
STEM Majors at the University of Idaho
FINAL PROJECT REPORT

FY 2024

Submitted to:
Higher Education Research Council
Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Submitted by:
University of Idaho Office of Undergraduate Research
875 Perimeter Drive
Moscow, ID 83844
October 25th, 2024

University of Idaho
Office of Undergraduate Research

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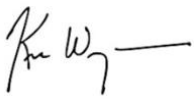
Executive Summary

Undergraduate research is recognized as a high-impact educational practice that increases the rates of student retention and engagement. At the University of Idaho, it is practiced throughout all units on campus, and it is centrally placed in the institution's strategic plan. The Office of Undergraduate Research (OUR) is taking the lead in enabling research opportunities for undergraduates at UI as it manages various competitive student grant programs that directly support student research.

During AY 2023-24, generous funding from the State Board of Education (SBoE) permitted UI to continue its Summer Undergraduate Research Fellowship (SURF) Program. This intensive 10-week summer research experience actively engages undergraduates in faculty- mentored, independent research. Over the course of the program, students are mentored toward increased independence on their projects. Each student was provided with a $5,000 stipend in the form of a fellowship which allows them to devote full time effort to their projects. Each student was also provided with $1,000 to help offset materials and supplies and other project-related expenses. Selection of student participants is a competitive process in which students submit research proposals to the Office of Undergraduate Research and the Director utilizes faculty affiliates in each college to review the proposals and provide selections. **This year there were 42 applications!** The Director then makes sure that projects all well-represented across colleges. It is important to note that not all projects this cycle required a supply budget. This allowed for us to fund additional students with SBoE funds. For FY24, the SBoE funding supported **11 OUR SURF** awards. All these students supported by SBoE funds attended and presented the results of their projects at the 2024 Idaho Conference on Undergraduate Research in Boise, ID on July 17-18, 2024. These students will also be required to present their results at the UI Undergraduate Research Symposium on April 21, 2025. In addition to the projects supported by SBoE funds, the OUR was able to fund **4 additional awards** to allow further participation beyond STEM disciplines.

End of project feedback from students and their mentors was overwhelmingly positive. Significantly, none of the undergraduate research projects described here would have been possible without the support provided by the State Board of Education. We sincerely thank the Higher Education Research Council and the Idaho State Board of Education for making these experiences possible for our students.

Sincerely,



Kristopher V. Waynant
Director, Office of Undergraduate Research
Associate Professor, Chemistry
kwaynant@uidaho.edu

Enhancing Comfort and Repeatability of Human-Robot Attachment Systems: Comparison of Compliant Orthoses for BLUE SABINO

Emile Johnson (College of Engineering) ***Mentor: Dr. Chris Bitikofer (Mech Eng)***

Abstract: The human-robot attachments (HRA) connecting humans to exoskeleton robots should facilitate user independence, efficient donning/doffing, and maintain alignment while balancing comfortable interface compliance against structural rigidity. This report presents a proof-of-concept comparison of innovative self-aligning, size-adjustable HRA components, specifically as applied to the upper arm. A novel compliant orthotic mechanism was developed, consisting of a cable-driven mechanism 3D printed out of flexible TPU filament with PLA inserts for added support and rigidity. This design was compared to the existing rigid components often used for exoskeleton applications, specifically the solid design currently used on the BLUE SABINO. Experimentation included a ballistic-gel simulated human arm fitted with an array of force-sensitive resistor (FSR) sensors to measure applied forces. Kinematic alignment was assessed across 5th percentile female to 95th percentile male sizes using 3D printed arm cross-sections. Findings provide evidence-based recommendations for the design of HRA.

Results: Pressure sensor tests comparing the developed compliant orthosis to the currently used solid orthosis revealed that a compliant approach can create a more even pressure distribution. The pressure distribution improves as it's tightened. Further, the proposed complaint design has been shown to have the potential to significantly reduce kinetic misalignment in preliminary laser alignment tests. These factors are important in ensuring patient comfort and usability in exoskeleton devices that might employ an orthosis like these. While these results indicate that the compliant design achieved improved pressure distribution over the arm mock's circumference, it's evident in the polar plots that the compliant orthosis didn't distribute pressure as evenly as would be ideal, with significant high points on the top and bottom sensors. This result is potentially a consequence of mismatch between the orthosis shape (circular) and the arm mock (oval), forcing the arm into a circular shape. Further research should investigate designing the natural profile of the compliant orthosis to match the arm's oval shape and to consider any other reasons why the low-pressure points are observed. Furthermore, future work should intentionally design in lower pressure areas around bony or sensitive areas of the arm to improve comfort and ensure safe blood flow even when the orthosis is completely tightened. Future development will seek to improve these factors while also increasing usability. Application of the recommendations from the material testing conducted in this study for a future full-scale prototyped device, consisting of an outer shell cast using Dragon Skin 30 (Smooth-On, Inc) with filled gaps cast using Ecoflex 00-10(Smooth-On, Inc.) could improve pressure spread and comfort further. A complete mounting system compatible with BLUE SABINO should also be developed to enable misalignment-free exoskeleton application. Finally, to ensure user independence, the closure system should be refined to achieve better ease of use.

Figure 1: BLUE SABINO Exoskeleton Concept

The Influence of Postural Instructions on quality of touch in Partner Dancing

Colby Hillend (CLASS) ***Mentor: Rajal Cohen (Psychology)***

Abstract: This study will investigate the influence of postural instructions on dynamic partnered movements and quality of dance experience for older adults learning social swing dancing. Older adults face increased health risks due to social isolation. Partner dancing, which includes ballroom, Latin, and swing dances, fosters community while using non-verbal cues and physical touch. While the value of a body configuration that facilitates sufficient tension in the physical contact between dance partners is widely appreciated in the dance world, this concept has not been studied scientifically. This study will use a repeated measure design with 30 pairs of participants to investigate how postural instructions impact dance experience. The study will comprise a multi-stage dance lesson, with each stage including a baseline trial followed by three experimental trials using Effortful, Relaxed, and Light postural instructions. Participants will fill out surveys to evaluate their connection, confidence, and enjoyment after each trial. Increased enjoyment throughout the experiment is predicted, with the Light condition having the highest connection, confidence, and enjoyment ratings. Long-term potential benefits of this innovative new line of work include increasing well-being in older adults through improving the quality of dance instruction and understanding how posture affects quality of touch.

Results: Preliminary findings from 11 dyads suggest that Leads prefer the Light instructions, while the Relaxed instructions result in the lowest ratings from both Leads and Follows regarding how confident participants felt in moving together, how connected participants felt to their partner, and how much participants enjoyed the movement. When averaging across stages using a scale of 1-100 with 1 being the least and 100 being the most, Leads rated Light at 85.8 (p=0.44), Effortful at 81.7 (p=.10), and Relaxed at 71.5 (p=0.05) for Connection; Light at 85.2 (p=0.46), Effortful at 80.9 (p=0.02), and Relaxed at 70.5 (p=0.09) for Confidence; and Light at 84.8 (p=0.04), Effortful at 65.8 (p=0.23), and Relaxed at 55.4 (p=0.02) for Enjoyment. Follows rated Light at 81.0 (p=0.11), Effortful at 85.2 (p=0.09), and Relaxed at 74.7 (p=0.13) for Connection; Light at 79.6 (p=0.10), Effortful at 82.1 (p=0.06), and Relaxed at 72.4 (p=0.16) for Confidence; and Light at 79.1 (p=0.71), Effortful at 80.2 (p=0.17), and Relaxed at 73.5 (p=0.20) for Enjoyment. See Figure 1.

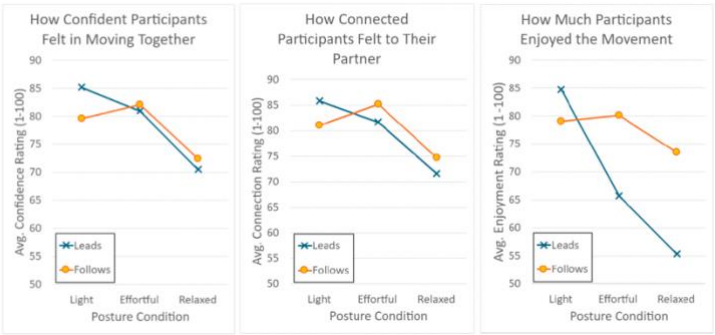


Figure 1: Average ratings for Confidence (left), Connection (center), and Enjoyment (right) for both Leads and Follows during Light, Effortful, and Relaxed posture conditions.

Preliminary Conclusions

Our clearest initial result is that both Leads and Follows experienced the least connection, confidence, and enjoyment when the Lead uses an intentionally Relaxed approach. When the arms are very relaxed, they cannot efficiently transmit information about the movement of the rest of the body. This supports the importance of teaching the "frame" to beginners in partner dancing. A limitation of this study is the use of subjective self-report measures. Next steps include testing the remaining 19 dyads, analyzing the data using 4x4 AVOVAs, reviewing video footage of partner movement, and writing a research paper. Future work will include objective assessment of how well the partners move together.

Association of Phocaeicola vulgatus and Gut Nerve Cell Damage with Diabetes

Barrett Abendroth (College of Science) ***Mentor: Onesmo Balemba (Biology)***

Abstract: Type 2 diabetes (T2D) is associated with debilitating disorders and poses serious healthcare burdens. The total estimated cost of diagnosed diabetes in the U.S. in 2022 is $412.9 billion, including $306.6 billion in direct medical costs and $106.3 billion in indirect costs. Gut movement-related diseases are among the major debilitating conditions affecting patients. With rising prevalence, mortality, and financial costs, it is essential to combat this disease effectively. Previous research shows that mice fed a high-fat diet (HFD) have neuropathy and gastrointestinal dysmotility before symptoms of T2D. Studies of intestinal contents of HFD suggest that they accumulate proteases and toxic substances that damage gut nerve cells and inhibit muscle contractions before T2D develops. We, therefore, postulate that *Phocaeicola vulgatus*—the protease-producing gut bacterium, which is increased in T2D patients, plays a key role in instigating the development of neuropathy, dysmotility, and T2D. The goal of this proposal is to determine whether four strains of *P. vulgatus* isolated from human feces produce molecules that cause gut movement-related diseases by injuring gut nerve cells and inhibiting muscle contractions. We will achieve this by testing whether culture supernatants of these bacteria damage nerve cells and inhibit contractions of cultured duodenal muscle preparations from healthy mice. We expect to identify at least one species that reduces gut movement by damaging myenteric neurons, causing constipation, which is a common disorder in T2D patients. This research will further our knowledge of the specific cause of gastrointestinal dysfunction in diabetic patients and lead to the development of potential biomarkers for early disease detection and treatments.

Results: All four strains of *Phocaiecola vulgatus* (PV) inhibited muscle contraction after 24 hours of culture. Noteworthy, culture supernatants of one strain of PV (*P. vulgatus* DSM-3289) significantly inhibited muscle contractions after 12 hours. Bacteria culture medium and the tissue culture medium did not affect gastrointestinal muscle contractions. Our data also suggested that *P. vulgatus* DSM-3289 activated the expression of TNF-alpha in myenteric neurons and enteric glia. Similarly, *P. vulgatus* DSM-108234 activated the expression of TNF-alpha in myenteric neurons and enteric glia. However, quantitative analysis of our data indicated that *P. vulgatus* DSM-3289 significantly increased TNF-alpha expression in myenteric neurons while *P. vulgatus* DSM-108234 increased TNF-alpha expression in enteric glia. Qualitative analysis indicates a similar pattern with Caspase-11 expression, where *P. vulgatus* DSM-3289 activated caspase-11 expression in myenteric neurons, while *P. vulgatus* DSM-108234 activated caspase-11 expression in enteric glia. We are performing quantitative analysis of Caspase-11 expression to confirm these observations.

Conclusions: The gut microbiome is linked with causing motility-related disorders in diabetes patients by damaging nerve cells in the gut. However, molecules responsible for causing these effects and the exact bacteria strains are not known. Here we show for the first-time findings suggesting that exudates and transudates of *P. vulgatus* strains, especially *P. vulgatus* DSM-3289 decrease gastrointestinal motility by inhibiting muscle contractions and damaging myenteric neurons.

Damage to myenteric neurons play the primary role in driving diabetic gastrointestinal disorders (gastroparesis, constipation, diarrhea and pain). We have previously shown that fecal supernatants of mice fed high-fat diets to model obesity and type 2 diabetes contain unknown water-soluble molecules that damage myenteric neurons *ex vivo* by activating inflammation and oxidative stress. The findings that *P. vulgatus* DSM-3289 activated TNF-α expression in myenteric neurons, while *P. vulgatus* DSM-108234 activated TNF-alpha expression in enteric glia, supports the view that the byproducts of *P. vulgatus* DSM-3289 and DSM-108234 are toxic to enteric neurons and glia. Likely the byproducts underlie the significant differences between *P. vulgatus* strains in decreasing intestinal muscle contractions and activating inflammation in myenteric neurons and glia and could trigger cell death.

Sustainable weight of Ear-borne Virtual Fence on cows

Emma Macon (College of Natural Resources) ***Mentor: Karen Launchbaugh (FRFS)***

Abstract: Virtual fence is a promising tool for adaptive management of livestock grazing. Currently, there are several companies offering neck-collar devices, similar to the invisible fence used for dogs. Based on rancher input, a push is being made to see if virtual fence technology can be transitioned from neck collars to an ear-borne device. One of the biggest challenges in this transition is identifying a sustainable weight for the devices that allows proper healing of the ear piercing and minimal long-term irritation. Other research with ear-borne devices on cattle has suggested maximum weights anywhere from 30-250 grams. Previous research conducted at the University of Idaho suggests that 60 grams may be a realistic target weight when using two-prong ear tags (EnduroTags). The goal of this proposed research is to 1) determine whether a healing period before weight application is optimal for ear health; 2) establish where it is best to place weight on the ear that promotes good ear health; and 3) determine the effects of combined weight and probe configuration on ear health.

Results: A 2-week healing period after tags were applied but before additional weight was added, resulted in lower scores indicating greater levels of healing (Fig. 3). Further analysis supported that the majority of animals with a healing period ranked in the lower half of our overall rank (*Z=±2.731, p=0.0063*) meaning less crust, scar tissue, and blood was observed at the end of this experiment.

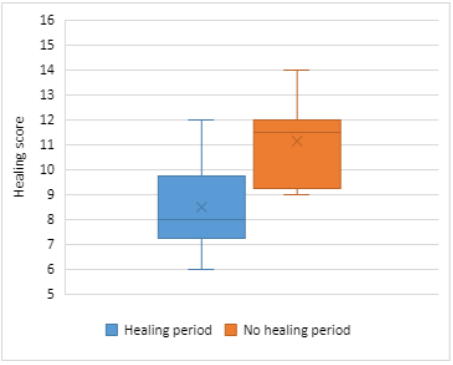


Figure 3. Average healing score that each treatment was given upon the final observation.

Secondly, weight placement on the ear tag did not affect ear droop (orientation) and mobility (*p>0.05*) and there was no statistical difference in irritation between treatments, but 83% of animals in the "Front-Bottom" treatment exhibited irritation while in the "Front + Back" and "Front-Post" treatments, 67% and 50% of animals exhibited irritation, respectively and there was a difference in the pendulum effect between treatments (*p=0.0000617*). The degree to which the ear tag swinged when animals moved their head was scored with increasing severity. Initial analysis showed a difference in swing between treatments (*H=12.538, df=2, p=0.00189*). Further analysis revealed ears with tags that had weight near the posts showed less swing than ears with tags that were weighted near the bottom (*p<0.05*), however there was no difference when weight was located at the bottom of the tags (*p>0.05*; Fig. 4).

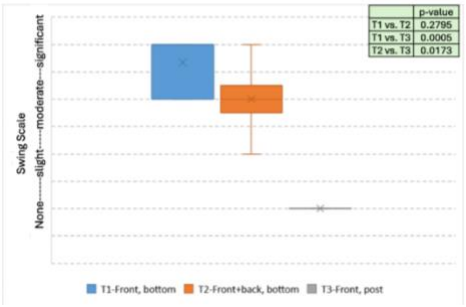


Figure 4. The range of scores recorded in each treatment

Conclusions

A 2-week healing period before the application of weight to an ear tag is effective in decreasing ear irritation and allows for greater healing once weight is applied. This information is valuable for developing devices applied to livestock ears. Weight placed near the ear tag posts limits the swing and pendulum effect of the ear device which may reduce irritation. Our observations indicate a developing trend between irritation and swing severity; however, a longer study would be necessary to make a conclusion. Finally, electrode configuration and construction will be an important factor in promoting good ear health. We suggest that airflow around the electrode site will be important to minimize adverse effects of electrodes and weight configuration.

Protease Involvement in Prophage Induction Therapy

Loretta Rodman (COS/CALS) ***Mentor: James Van Leuven (AVFS)***

Abstract: *Paenibacillus larvae* is a bacterial pathogen that infects honeybee larvae, causing American Foulbrood disease. Options to treat and control *Paenibacillus larvae* infections are limited due to this bacteria's resilience and swift emergence of antibiotic resistance, thus, research to identify and test alternative therapies is a significant priority. The purpose of this research proposal is to test the effectiveness of prophage induction therapy to control *P. larvae.* Prophage induction therapy includes exposing a bacterial culture to an inducing agent, resulting in cellular production of phage virions and synchronized lysis of the bacterial cells. Genomic analysis of *P. larvae* strains revealed that the majority of strains carry two or more prophages in their genomes, indicating prophage induction therapy could be a useful approach. Although preliminary prophage induction testing using classic inducing agents such as ultra-violet light and mitomycin C have not been successful, our lab was able to successfully induce prophage production from *P. larvae* using proteinase K. There are currently no reports describing induction of prophage with proteinase K. Thus, the aim of this proposal is to test the effectiveness of various proteases for inducing prophage from *P. larvae,* which may uncover novel prophage inducing agents.

Results: After multiple failed attempts of trying to induce prophage with the tailocin stability testing and not getting inducing prophage it was determined that further investigation in the experiment was deemed necessary. After investigating the original parameters that induced prophage with Proteinase K, it was determined that standard procedure was not being followed and would most likely be unable to be replicated. It was determined in a meeting that the project be switched to another experiment that would be able to have obtainable data that would still fit the budget parameters. After some trial and error, it was concluded to test different phage-resistant strains of 3650 *P. larvae* on honeybee larvae to test if the mutations that made the bacteria resistant to the phage caused any changes in its virulence. Streak plates of the phage resistant bacteria that were obtained were: Heath X, Scottie r, Scottie y, Wa alpha, and XIII Ba. They were named after the phage that they were resistant to. Before testing these strains on larvae, a dilution test was conducted on the strains to be able to determine the cell count in relation to a certain Optical Density (OD) where the OD range for experiments were 0.7-1.0.

Note that due to difficulty growing the dilution tests for Wa alpha and XIII Ba there is no data yet. A growth curve was also conducted on each strain by adding a single colony into 3mL of BHI broth and letting it incubate for 7 days in a 37˚ C incubator. Each day 200uL of the solution was used to test the OD. For the first virulence test a 48-well plate of 0-3 day old larvae (0-3 days after hatching) were grafted from the same frame. 3650, one resistant strain, the same resistant strain at a higher cell count, and a control were all keep in one plate. The plate was fed 1uL of cells and 10uL of feed. They were then fed every day at the same time with the feeding regiment advised in the Coloss bee guide.

Conclusion

The first, and so far, only survivability test has inconclusive results because by day 4 all of the larvae were dead even the control. This could be due to possible contaminants. There will be more replicates with all the strains to allow for a more accurate representation. Graphing error killing 25% of controls is to be expected but this is much higher. The growth curve of 3650 has a much higher OD at day 1 compared to the other phage-resistant strains which then slowly tapers off. The phage-resistant strains take longer to get to higher ODs which means they have a slower replication rate than the wild type 3650. This change could cause the phage-resistant strains to be less virulent since this bacterium is not as deadly to larvae infected at ages older than 4 days after hatching.

Autonomous Weeding Robot Machine Vision Research

Kevin Wing (College of Engineering) ***Mentor: John Shovic (Comp Sci.)***

Abstract: This project aims to perform a comprehensive study focused on enhancing reforestation efforts through the application of machine vision and plant-identification algorithms in agricultural robotics. With the urgency of environmental restoration underscored by initiatives like the REPLANT Act, this research aligns with Project Evergreen's objectives to optimize weed identification and eradication, thus promoting healthier forest regeneration. By researching plant identification algorithms and leveraging machine vision for precise weed and seedling differentiation, the project aims to advance autonomous weeding robots' capabilities, reducing manual labor and improving seedling growth environments. This endeavor not only supports efficient reforestation but also offers a scalable, technology-driven model for environmental conservation, addressing the distinct challenges associated with sustainable agriculture and forestry.

Results: A convolutional neural network (CNN) was determined to be the ideal solution for detecting various weed species in a nursery setting, with the YOLOv8 architecture chosen specifically for its real-time capabilities. The decision to train on a diverse dataset comprising multiple weed types aimed to improve the model's generalization and applicability in real-world conditions. The model achieved a precision of 0.52 and a recall of 0.47, resulting in an F1 score of 0.49. These results indicate a moderate ability to correctly identify weeds, highlighting the challenges of achieving a balance between precision and recall across different weed species. Further analysis showed variability in detection performance across weed types, suggesting the need for targeted improvements.

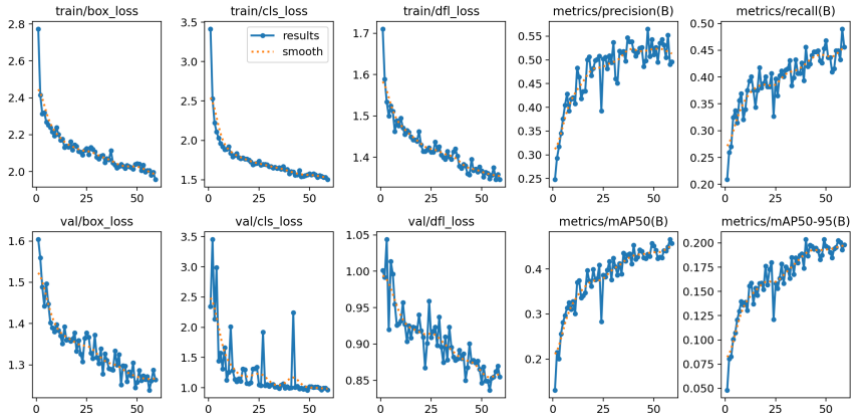


Figure 3: Model Accuracy over Training

Conclusions: The deployment of a YOLOv8-based model for detecting various weed species in a nursery setting has shown moderate success. The model achieved a precision of 0.52 and a recall of 0.47, leading to an F1 score of 0.49. These results suggest that while the model can identify weeds to some extent, improvements are needed to enhance both precision and recall. The variability in performance across different weed types highlights the need for further refinement of the model and dataset. Future work will focus on optimizing the model's architecture and expanding the training dataset to improve detection accuracy under diverse environmental conditions. Integrating this technology into an autonomous weeding robot continues to hold promise for improving seedling survival and reducing manual labor costs in the nursery.

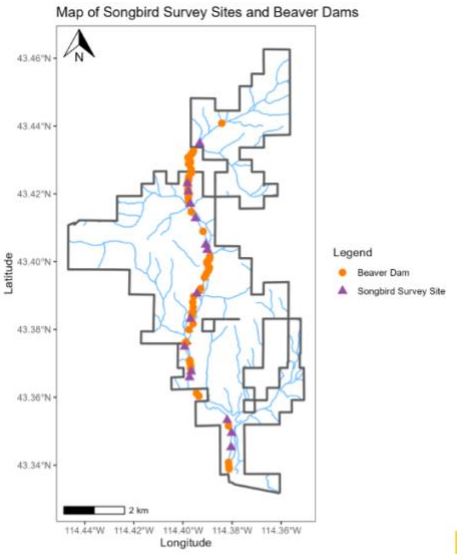
Effects of Beaver Dams on Songbird Diversity in Semi-Arid Western Rangelands

Annie Vaage (College of Natural Resources) ***Mentor: Simona Picardi (FWS)***

Abstract: Semi-arid western rangelands are commonly known to be moisture limited, and riparian habitats are vital for wildlife in these regions. Within riparian habitats, beavers are ecosystem engineers that can modify the landscape by building dams along rivers and creeks. Past studies have shown that beavers can positively impact other wildlife, including songbirds. In this study, we will examine songbird occupancy in relation to dam presence and characteristics at Rinker Rock Creek Ranch (semi-arid sagebrush steppe traversed by a riparian corridor). The objective of this study is to test the hypothesis that beaver activity increases songbird occupancy in riparian habitats in western rangelands. We predict that songbird occupancy will be inversely correlated with distance to beaver dams and positively correlated with their size and density. To test this hypothesis, we will collect occupancy data on songbirds to relate with the beaver dam data, while controlling for cattle presence and density. This research will provide valuable information to managers at Rinker Rock as they implement the construction of artificial beaver dams along the creek in the future. Field research was completed from May to July.

Preliminary Results:

I finished the songbird field data collection on July 26th, 2024. I worked Monday through Friday and performed 135 site visits to 15 distinct survey sites (9 visits per site). I spent a total of 405 minutes conducting songbird surveys (3-minutes per survey). Overall, I detected 66 bird species (53 songbird species). Red-winged Blackbirds (225), Song Sparrows (198), Yellow Warblers (154), and Western Meadowlarks (113) were the most commonly detected species. There were 1,416 total bird detections (including repeated counts of the same species). This summer we censused a total of 286 dams along Rock Creek and its tributaries. Of those 286 dams, 217 are natural and 69 are man-made (BDAs). 28 dams were classified as active, 93 as inactive, and the remaining 165 as breached. In Fall 2024, I will analyze the songbird and beaver dam data using occupancy models to answer my research question, hypothesis, and prediction.



Outcomes of this work include:

- Scientific outcome: an improved understanding of the role of beavers in creating habitat for other wildlife in arid rangelands, particularly songbirds;
- Management outcome: inform the implementation of BDAs as a management tool to enhance wildlife habitat at Rinker Rock Creek Ranch;
- Data generation outcome: a complete census of beaver dams at Rinker Rock Creek Ranch, which will be used in this project as well as other research projects based at the Ranch (including a graduate project led by a MS student supervised by Dr. Simona Picardi);
- Educational outcome: gain experience in the process of conducting research, from field data collection to analysis to communication.

Conclusions: *An improved understanding of the role of beavers in creating and facilitating habitat for other wildlife in moisture-limited systems, particularly songbirds. This research provides valuable information to managers at Rinker Rock as they implement the construction of artificial beaver dams (BDAs) along the creek in the future.*

Digital Threads: Grafting sustainable fashion with 3D printing and virtual garments

Aayushree Lama (Virtual Tech and Design) ***Mentor: Lori Wahl (Textile Design)***

Abstract: The fashion industry annually disposes of 92 million tons of textiles in landfills and is ranked third in the world for emissions. The industry has a projected increase of 50% in global emissions alone by 2030. Sustainable practices must be explored and implemented to reduce waste and use resources more responsibly. 3D printing offers a way of producing fantastical digital designs that may require new approaches to construction rather than traditional cut-and-sew methods using fabric and a sewing machine. By integrating sustainable filaments and fabrics in a single garment, this research developed a sustainable method of producing garments using a combination of cut-and-sew techniques and 3D printing. I developed a two-piece, wearable garment for the physical world and a virtual, digital version for virtual applications.

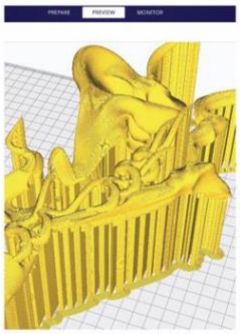
Results

I created seven small-scale prototype 3D prints and two full-scale prototype prints, along with three virtual prototypes before moving into physical prototypes. Two physical garment prototypes were constructed before the final garment, with three test prints used to develop the application of Croma Fácil and varying surface smoothing techniques. Experimentation with and without clear gloss varnish helped achieve a metal-like finish, and sanding was used to enhance smoothness. Challenges arose with the adhesion of Croma Fácil, requiring 7-8 layers of repainting for proper coverage. An initial design intended to attach around the body was incompatible with the filament's properties, leading to the creation of small notches that served as loopholes to sew the 3D printed attachment onto the base garment. The project primarily focused on refining the finish and attachment systems for the top, ensuring a secure and aesthetically pleasing outcome. Early prototype prints posted to Instagram garnered over 57,000 views, attracting significant interest in the designs and potential future accessories.

3D Modeling prototype on nomad and 3Ds max.

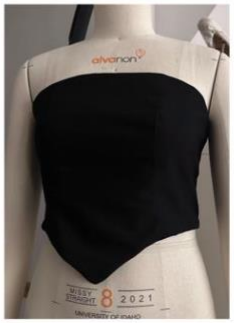
Digital base garment prototype in Browzwear.

Attachment on the 3D printer in PLA filament. Buildplate dimensions are 420 x 420 x 500 mm



3D model in the slicing software with supports visible.

Croma Fácil on the test prints.



Physical base garment protoype.

Beyond Negotiation: Unveiling the Economic Impact of Unionization on automotive industry performance

Anna Bliss (College of Business and Economics) ***Mentor: Shenghan Xu (Supply Mgmt.)***

Abstract: This research project examines the relationship between CEO compensation and company performance within the context of corporate governance. It outlines the structure of corporate governance, the process of becoming a CEO, and the role CEOs play in leading companies. The study explores the factors that determine CEO pay, including performance-based incentives and board decisions. Using regression analysis on data from S&P 500 companies, the research assesses whether CEO compensation is justified by key performance metrics like Return on Assets (ROA) and Return on Equity (ROE). The findings highlight the ongoing debate surrounding CEO pay, with mixed evidence on whether it aligns with company performance. The study concludes that the justification of CEO compensation depends on various factors, including how pay is structured, the effectiveness of corporate governance, and broader economic and social considerations. While performance-based pay can align CEOs with shareholder interests, concerns about pay disparity and governance issues continue to drive debate.

Results: To quantitatively assess the relationship between CEO compensation and company performance, regression analysis was employed. The dependent variable in the regression model was CEO compensation, while the independent variables included the financial performance metrics derived from the DuPont Model—specifically ROA and ROE. This statistical approach aimed to determine whether there was a significant relationship between CEO pay and these performance indicators.

A comprehensive literature review was conducted to provide qualitative insights that complement the quantitative analysis. The review focused on existing research on CEO compensation, particularly studies that explore the connection between executive pay and company performance. It also examined the role of corporate governance in setting CEO compensation, ethical considerations surrounding pay disparities, and the strategic and operational factors that influence CEO effectiveness.

Summary: The project underscored the complexity involved in determining CEO compensation. While performance metrics like ROA and ROE are often cited as justifications for high pay, the weak correlation observed suggests that other factors—such as the CEO's role in strategic decision-making, crisis management, and market positioning—are also critical in shaping compensation packages. Also the role of corporate governance emerged as a pivotal factor in CEO pay determination. The literature review and data analysis both pointed to the influence of board oversight and shareholder activism in setting compensation. Effective governance can ensure that CEO pay is aligned with company performance and shareholder interests, while weak governance can lead to excessive pay that is not justified by results.

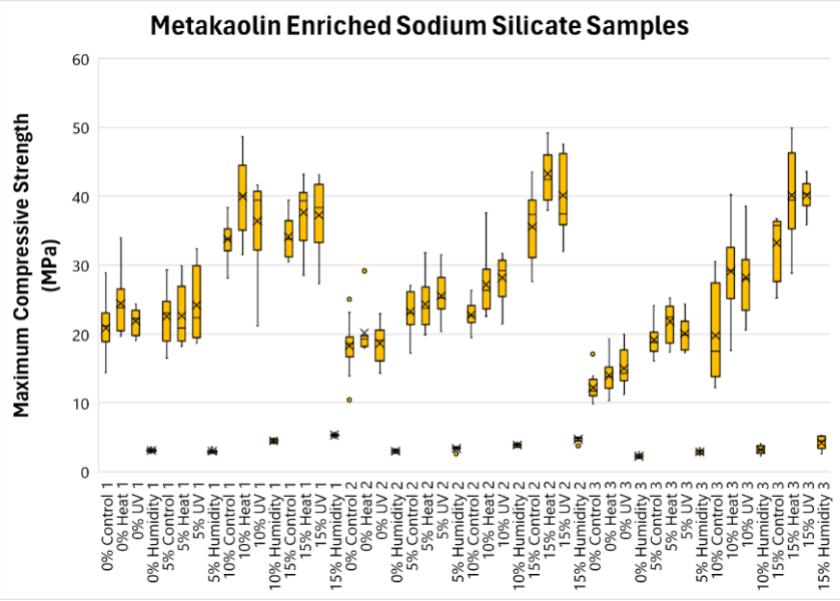
Pay Rank	CEO	Company (TICKER)	Total Pay (MILLIONS)	Cash Pay (MILLIONS)	Change From 2022	Pay Vs. Industry	Return vs. Industry	1-Year Return	Total Pay (MILLIONS)	Median Employee Pay	Industry
1	Hock Tan	Broadcom (AVGO)	$161.83	$1.20	167%	$$$$$		83.70%	161.83	317199.00	Semiconductors & Semiconductor Equipment
2	Nikesh Arora	Palo Alto Networks (PANW)	$151.43	$2.25	1355%	$$$$$		50.20%	151.43	206035.00	Software & Services
3	Stephen Schwarzman	Blackstone (BX)	$119.78	$0.35	-52.70%	$$$$$		82.80%	119.78	245000.00	Financial Services
4	Christopher Winfrey	Charter Communications (CHTR)	$89.08	$5.20	470%	$$$$$		14.60%	89.08	54476.00	Media & Entertainment
5	Will Lansing	Fair Isaac (FICO)	$66.35	$1.95	251%	$$$$$		110.80%	66.35	101674.00	Software & Services

Organized Collection of Data (Collected through Web Scraping)

Metakaolin Modification for Enhanced Durability: Evaluating the Longevity of 3D Printed Wood Material

James Setters (College of Engineering) ***Mentor: Mike Maughan (Mech. Eng.)***

Abstract: Our research group aims to use additive manufacturing to make biobased wood houses. To assess the real-world durability of our environmentally friendly 3D printed material, we are addressing concerns such as ultraviolet light, humidity, and extreme temperatures. These conditions were simulated using two testing chambers including the COOSPIDER UV resin curing light lamp and the TestEquity 1000H Series. I propose to conduct experiments to analyze the effects of aging on our material and explore the impact of adding an alkali activator, metakaolin, to enhance water resistance in the wood composite. The testing involves extruding rods of sodium silicate wood (SSW) mixture and sodium silicate metakaolin wood (SSMW) mixture. Specimens were cut and tested, with multiple specimens from each group serving as the control groups. The remaining specimens will be divided into groups of 8, exposed to various weathering events, and then tested for compressive strength using the Instron 5500R. The metakaolin-enriched samples outperformed the others, demonstrating resilience against the environmental challenges applied.



Results: As shown in the Figure a trend is apparent that indicates the more metakaolin you add to the mixture of sodium silicate and wood flour the higher the compressive strength is expected to be. Within the SSMW mixtures groups, the 15% metakaolin group outperformed the rest. My hypothesis was that the infusion of additional 3D networks of silica into our material could usher in a marked enhancement in both weather resistance and compressive strength. This was only partly correct, the samples that were enriched with metakaolin did perform better with compression, but the humidity test samples performed 85% worse, proving that the metakaolin did not enhance water resistance in our material.

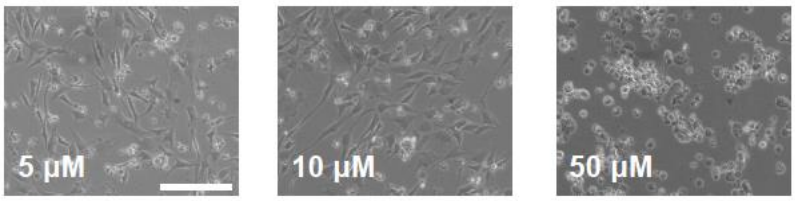
Conclusions: Adding metakaolin improved the mechanical properties of our material by increasing the number of 3D networks of silica but did not notably improve its water resistivity. Going forward we will need to find a new additive, a different resin or a new curing method that can provide water resistant qualities while still maintaining its compressive strength. This is an important factor in making sustainable housing for future generations and because of this study we now know how to increase the compressive strength of our material by up to 5 times more than the control groups.

Exploring the role of MRTF-SRF signalling in the regulation of collagen crosslinking enzyme production by stem cells

Andrea Cernuda Herraiz (College of Engineering) ***Mentor: Nate Schiele (Biol. Eng.)***

Abstract: The reduced ability of tendon tissue to regenerate and heal following damage or rupture, alongside the financial burden associated with treating these tendon pathologies, highlights the potential of tissue engineering using mesenchymal stem cells (MSCs) as a therapeutic route to approach this clinical issue. However, many gaps in knowledge exist pertaining to MSCs ability to differentiate into functional tendon tissue, or tenogenesis. Understanding tenogenesis is crucial in tissue engineering and regenerative medicine approaches. To investigate this, this study tests the myocardin-related transcription factor (MRTF) - serum response factor (SRF) cell signaling pathway, known to regulate gene expression in response to changes in the cytoskeleton. Additionally, lysyl oxidase (LOX) is a critical enzyme involved in the cross-linking of collagen and elastin fibers in the extracellular matrix (ECM), and appropriate collagen cross-linking is essential for maintaining tendon structural and mechanical properties. This project will investigate LOX production, its regulation via transforming growth factor (TGF)β2 and its relationship with the MRTF-SRF pathway. The objective is to explore the effect of the activation of the MRTF pathway on LOX production by 1) testing whether TGFβ2 activates MRTF-SRF and 2) evaluating the chemical inhibitor CCG-1423 to assess whether MRTF is the mechanism of LOX production.

Results: TGFβ2-induced tenogenic growth of MSCs proceeds despite CCG-1423 treatment. Initial cytotoxicity tests were conducted to evaluate the optimal concentration range of CCG-1423 optimal for cell viability and effectivity in inhibiting MRTF-SRF pathway signaling during TGFβ2-induced tenogenesis. MSCs were treated with TGFβ2 at 50 ng/mL and CCG-1423 at 5, 10, and 50 µM (left to right) and were collected on day 3. With increasing CCG-1423 concentration, cytotoxicity increases and cell viability decreases. MSCs treated at these concentrations showed a reduction of fibroblastic morphology and increased death rate due to cytotoxicity. Therefore, further testing of CCG-1423 cytotoxicity was conducted using lower concentrations. The control groups, consisting of MSCs treated with DMSO and 50 ng/mL TGFβ2, showed no visible morphological changes with respect to the treatment groups, which consisted of MSCs treated with 500 nM, 1 µM, and 2 µM. In terms of LOX enzyme production, LOX does not seem to be consistently impacted by CCG-1423 treatment. However, Western blot and densitometry analyses showed an increase in LOX production in the TGFβ2 treatment groups, which is consistent with our lab's previous findings. Thus, densitometry analyses showed inconclusive impact in LOX production by MRTF-SRF inhibition.



Conclusions: The use of the first-generation inhibitor CCG-1423 allowed cell viability but presented no visible morphological changes at concentrations lower than 2 µM during tenogenic growth of MSCs. Therefore, it is concluded that the use of CCG-1423 must be further assessed for its effectiveness in inhibiting MRTF-SRF activity. Additionally, the second-generation inhibitor CCG-203971, known to be less cytotoxic, will be assessed due to its potential for enhanced efficiency. Furthermore, Western blotting and densitometry analyses showed no conclusive evidence of changes in LOX production due to MRTF-SRF inhibition. Thus, an additional experimental process to better understand the impacts of activating MRTF-SRF pathway must be conducted, as well as exploration of whether LOX is more related to cellular morphology change or other potential TGFβ-induced signaling pathways.

Exploring the Potential of the Novel Killer Toxin K21L in *S. kudriavzevii*

Lily Givens (College of Science) ***Mentor: Paul Rowley (Biological Sciences)***

Abstract: Fungal infections, particularly those caused by Candida species, pose a significant threat to global health. This threat is exacerbated by limited, and often ineffective treatment options that rely on chemically synthesized medications. A potential alternative to traditional antifungal drugs lies in the application of “killer toxins” produced by certain yeast strains. Yeast exhibiting the "killer" phenotype are capable of secreting toxins that are harmful to neighboring susceptible yeasts while maintaining immunity themselves. This project will investigate the novel killer toxin K21L found in S. kudriavzevii, a homolog of the K21 toxin found in S. paradoxus. Preliminary data shows a high level of sequence similarity between K21 and K21L, indicating the newly discovered K21L will likely possess the killer phenotype. This project aims to confirm the presence of the K21L gene and killer toxin expression by S. kudriavzevii. Subsequent cloning of K21L and expression by S. cerevisiae will confirm that K21L is a killer toxin. This work is novel because there is no known strain of S. kudriavzevii in the literature that possesses the killer phenotype. The validation of the K21L toxin would establish K21L as the first known killer toxin in this species.

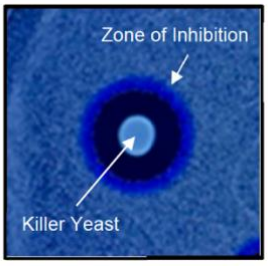
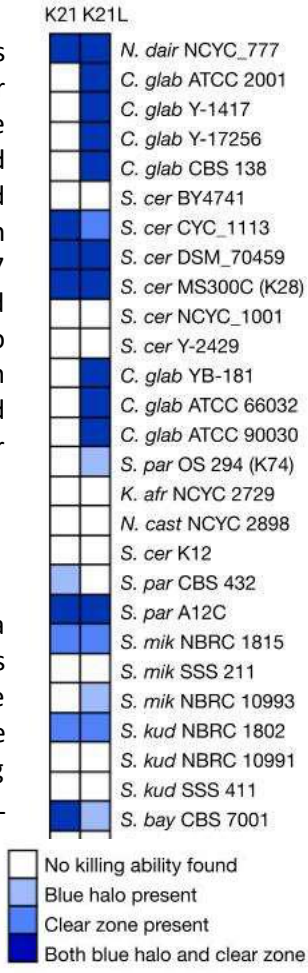


Figure 1: *Killer yeast inhibiting the growth of a susceptible yeast. Dead, susceptible yeast cells become stained by methylene blue, while the living yeast are able to reduce it and remain brightly colored.*

Results: The presence of the killer phenotype was indicated by a zone of growth inhibition or staining of susceptible lawn yeasts by methylene blue. Multiple known toxins (K2 & K28) were used as positive controls. Both toxins were tested against 29 lawn strains. K21 inhibited the growth of 9 strains. K21L inhibited the growth of 17 strains. 8 susceptible strains were shared between the two toxins. Strains susceptible to both toxins showed a larger zone of growth inhibition against K21.The novel toxin K21L found in S. kudriavzevii Y27342 possess the killer phenotype.



Conclusions: The killer phenotype of K21L is due to the presence of a cytoplasmic persisting dsRNA virus. K21L exhibits similar killing activity to its homolog K21L. Further experimentation must be done to confirm the sequence of the M21L sequence in S. kudriavzevii due to inconclusive preliminary results. Future work will include continued work on confirming the sequence of the M21L sequence, cloning and expression of K21 and K21L in S. cerevisiae, experiments investigating spectrum of activity of K21 and K21L at varying pH and temperature and designing of chimeras of M21 and M21L.

Understanding the cell forms that underlie the chlamydial developmental cycle

Megan Ward (College of Science) ***Mentor: Scott Grieshaber (Biological Sciences)***

Abstract: *Chlamydia trachomatis* is a bacteria that relies upon a developmental cycle consisting of three distinct cell forms: reticulate bodies (RBs), intermediate bodies (IBs), and elementary bodies (EBs). RBs replicate within host cells but are not infectious. EBs are infectious but cannot replicate. IBs are transitional forms from RB to EB. Developmental cycle completion is central to chlamydial pathogenesis in that *C. trachomatis* are obligate intracellular parasites of eukaryotic cells. Infection of this specific genus of *Chlamydia* can cause blinding trachoma as well as STIs with the potential to cause pelvic inflammatory disease and infertility. The regulation and mechanisms of these cell forms are currently poorly understood. Preliminary and published data indicate four stages of the cycle, but understanding cellular contributions to the developmental cycle and pathogenesis can be difficult due to mixed cell environments of chlamydial inclusions. Therefore, this project will focus on understanding the regulation of gene expression in these early populations, and the impact of regulation on the infectious cycle. We will develop a CRISPRi knockdown screen to assess the role of essential genes on cell type regulation, and then investigate the role of cell type-specific expression.

Results: Over the course of this summer, I designed plasmids using Benchling, an online software for the visualization and construction of theoretical plasmids. The software allowed me to use sequences from preliminary studies to piece together theoretical plasmids that I would then be making in the lab. My advising professor helped me to create the basic template that is used for CRISPR constructs, adding on the bits and pieces to target specific sequencing in this knockdown project. Making the backbone of the plasmid was successful after two tries, with bright bands of DNA showing up on the electrophoresis gel. The bands of DNA were cut out and purified.

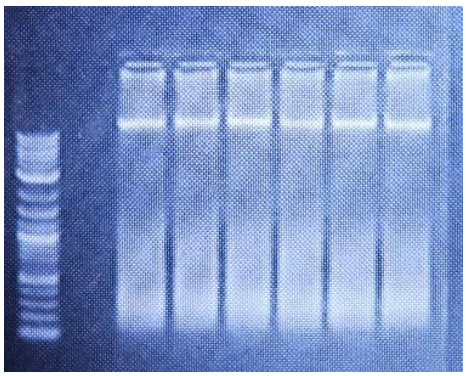


Figure 3. This image shows results from an electrophoresis gel, including a 10KB ladder on the far left and 6 samples of DNA backbone to the right. A dye allows UV to cause the bands to glow brightly just above the top "rung" of the 10Kb ladder, indicating that it is at our projected 16Kb size. The other gradients that appear in the sample columns are fragments and debris. The DNA bands were cut out using sterile razorblades, and then purified using centrifugation.

Conclusions and Future Directions: I'm now re-doing the PCR for the backbone again to have more available, using two different guide RNA templates. I will then repeat the ligation with a 5:1 ratio and a flush of insert for each one. Every colony that results will be streaked out for isolation, grown in *E. coli* within liquid LB media, purified using a miniprep, and sent out for sequencing. I'm also working with my professor to reassess the design of the plasmid on Benchling to look for any errors.

Without a proper cloning of the constructs with sequencing verification, I cannot move forward with a chlamydial transformation, as well as other tests and assays that would follow. If I can finally get this plasmid to ligate and give me colonies that come back with the correct sequencing, I can then transform it into *Chlamydia trachomatis* using host epithelial kidney cells from the African greenback monkey. From there, I can continue with entry and growth assays, as outlined above, as well as the testing for the phosphorylation of TARP.

Impact of TGFB and Akt on lysyl oxidase production in mesenchymal stem cells

Julia Palmer (College of Engineering) ***Mentor: Nathan Schiele (Biol. Eng.)***

Abstract: Tendon injuries are common and result in altered mechanical properties, affecting quality of life. In developing tendons, collagen molecules within collagen fibrils are crosslinked by the enzyme lysyl oxidase (LOX), establishing a strong collagen network and impacting the mechanical properties of tendon (Marturano et al 2013). A challenge for developing therapies to control LOX and tendon function is the limited information on the mechanisms that regulate LOX production by cells. To address this, our recent work found that LOX production may be increased by mesenchymal stem cells (MSCs) when treated with transforming growth factor (TGF)β1 or (TGF)β2 (Pancheri et al 2024), but the cell signaling pathways involved in this regulation are unknown. TGFβ cell signaling may include the Akt pathway, and our prior work suggests Akt may regulate stem cell differentiation toward the tendon lineage (tenogenesis) (Theodossiou et al 2021). Akt is a kinase that, once activated (phosphorylated), can influence various cellular processes including cell growth, protein synthesis, and apoptosis (Gopallawa et al 2021). Though previous studies suggest Akt signaling and TGFβ impact tendon, the cell signaling cascade that results in the regulation of LOX by MSCs remains unknown. Therefore, the objective of this study was to determine how TGFβ-induced LOX production by MSCs is regulated by Akt signaling. To assess this, we treated MSCs with TGFβ1 or TGFβ2 and a chemical inhibitor of Akt (MK-2206) or chemical activator of Akt (SC-79) and evaluated LOX protein production.

Results: TGFβ2 treatment resulted in a fibroblastic cell morphology at all timepoints. MK-2206 treatment appeared to impact the MSCs resulting in less fibroblastic morphology and lower cell density, beginning at day 1 (Fig 1A). TGFβ2-induced p-Akt was also found to trend down ($p = 0.09$) with MK-2206 treatment at day 1, and p-Akt remained reduced at days 3 and 7. LOX levels were significantly increased with MK-2206 at day 1 ($p < 0.05$) and continue to trend upward at days 3 and 7, compared to all controls groups (Fig 1B). To determine if TGFβ1 impacts LOX production through Akt, we explored how LOX levels are impacted by MK-2206 and TGFβ1. Our initial findings suggest that MK-2206 altered TGFβ1-induced cell morphology and Akt activation, similar to our prior findings with TGFβ2. However, at day 3, MK-2206 treatment resulted in a trending ($p = 0.09$) decrease in TGFβ1-induced LOX production. This is an interesting finding and suggests that Akt may play a unique role in LOX production depending on the TGFβ isoform. This is particularly intriguing as TGFβ1 is typically associated with fibrosis, while TGFβ2 is typically associated with tenogenesis. Further studies are ongoing to better understand the role of Akt activation in LOX production by C3H10T1/2 MSCs. For example, our preliminary findings showed at SC-79 resulted in a transient Akt activation after 1 hr, and LOX appeared to be decreased, compared to vehicle controls. However, this will need to be studied further. In summary, activation of Akt in MSCs may have a regulatory role in TGFβ-induced LOX production. These findings enhance our understanding of how the Akt pathway is involved in LOX-mediated collagen crosslinking, which will improve tendon tissue engineering and treatments to restore tendon function.

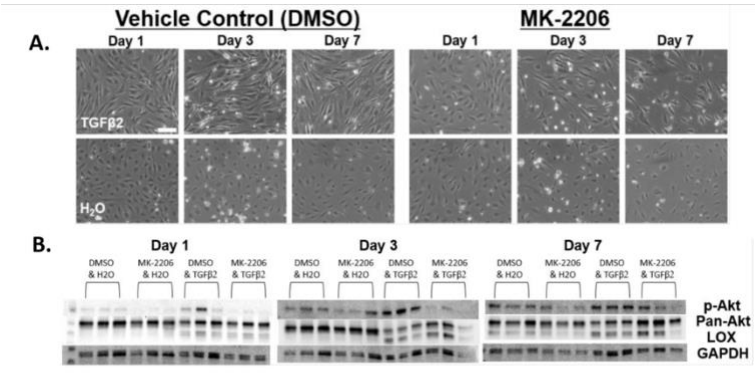


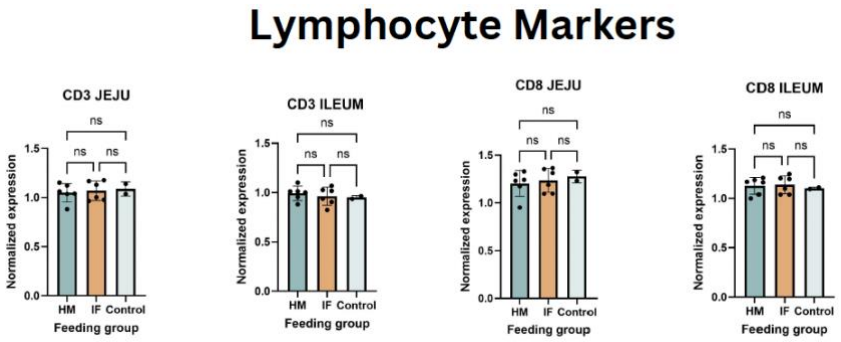
Fig 1: A. Phase contrast images of MSCs on days 1, 3, and 7, treated with DMSO (left) and 500 nM with MK-2206 (right). Cells were also treated with TGFβ2 at 50 ng/mL (top row), or sterile water (bottom row). Scale bar=250 μm. **B.** Western blots show protein levels of p-Akt, Pan-Akt, LOX and GAPDH (loading control) at day 1, 3, and 7. Each lane corresponds to a biological replicate (n=3).

Transcriptional investigations into Neonatal Gut Development related to Early Feeding

Sierra Keele (Biology) ***Mentor: Bethany Fehrenkamp (WWAMI)***

Abstract: While numerous correlational studies suggest that human milk (HM) optimizes infant gut development1, little is known about the physiological process. To investigate HM's protective mechanisms for intestinal development, we used the neonatal piglet model. The recommended time to exclusively breastfeed an infant is six months2, which is equivalent to one month in piglets3. We hypothesized that HM-fed piglets would show increased paracellular junctions and reduced inflammatory markers in the intestines compared to infant formula (IF)-fed piglets.

Methods: We reared littermate Yorkshire-duroc piglets for 28 days, assigning them to HM-fed (n=6) and IF-fed (n=6) groups, alongside controls reared on sow's milk (n=2) at the farm. Following euthanasia and tissue collection, we extracted RNA from intestinal tissues, purified them of DNA contaminants, synthesized complementary DNA (cDNA), and performed quantitative-PCR (qPCR). We examined paracellular junction proteins (Claudin 1, Tight Junction Protein 1, Tight Junction Protein 2, Occludin, and Cadherin 1), immunomodulatory cytokines (Interleukin (IL)-2, IL-4, IL-8, IL-10, IL-1B, and TNFa), and lymphocyte markers (CD3e, CD8a, CD20, CD79b). Results were normalized to the reference gene beta actin within individuals and averaged across feeding groups



Results: We used ANOVA, analysis of variance, with multiple comparisons to determine differences between feeding groups. The results from this project were included in two publications under review currently. Also, there is extreme variation in expression of IL-2 in the ileum of IF-fed group compared to the HM-fed and control group. While there were little differences in transcript abundance of these select genes, it is still apparent that HM feedings play a role in optimizing gut development . As part of a larger project, our lab has determined that histomorphology is significantly different across feeding groups. I learned wet lab skills (RNA extraction, cDNA synthesis, qPCR) and statistical analysis techniques. The experiences this summer expanded my professional network, improved my presentation skills, lab skills, and overall professional development.

Discussion: Contrary to our expectations, there were no significant differences in the expression of inflammatory markers or paracellular junctions. However, as part of a larger project, it is still clear HM plays a role in optimizing gut development. Future research will involve a global transcriptomic analysis of the ileum using next-generation sequencing data.

BUDGET and EXPENSES

Last Name	First Name	Supply Budget	Supply Budget Spent	Stipend	
Johnson	Emile	$ 1,000.00	$ 955.87	$ 5,000.00	
Abendroth	Barrett	$ 1,000.00	$ 1,056.73	$ 5,000.00	
Macon	Emma	$ 1,000.00	$ 998.81	$ 5,000.00	
Rodman	Loretta	$ 1,000.00	$ 999.00	$ 5,000.00	
Wing	Kevin	$ 1,000.00	$ 925.00	$ 5,000.00	
Vaage	Annie	$ 1,000.00	$ 983.20	$ 5,000.00	
Setters	James	$ 1,000.00	$ 1,010.10	$ 5,000.00	
Cernuda Herraiz	Andrea	$ 1,000.00	$ 1,000.00	$ 5,000.00	
Ward	Megan	$ 1,000.00	$ 1,000.00	$ 5,000.00	
SURF INBRE					
Palmer	Julia			$ 5,000.00	
Sierra	Keele			$ 5,000.00	
Totals		**$ 9,000.00**	$ 8,928.71	**$ 55,000.00**	
Spent in FY25 on Posters			$ 466.23		
			$ 9,394.94	**$ 55,000.00**	**$ 64,394.94**
				Carry-forward	**$ 605.06**

BUDGET JUSTIFICATION

Student Stipends: $55,000

Each student received a stipend salary of $5,000 for 10-weeks of 40h/week faculty-mentored work in the Summer between May 28 and Aug 2 knowing that they had to present at the Idaho Conference for Undergraduate Research (ICUR 2024). The students all presented posters and wrote final reports. Those reports are summarized above.

Student Supply Funds: $10,000

Each OUR SURF student received a supply budget of $1,000 for their project and $1,000 was available for incidental expenses (i.e., poster printing following the end of FY24 on June 30, 2024). Not all students spent out their funds, some overspent. The SURF-INBRE students did not receive supply funds from the OUR as they received those from Idaho INBRE.

TOTAL: $65,000
SPENT: $64,394.94

Overall - The project carried forward **$605.06** to FY25 and we hope to use those funds to further support our students.

Final Report for HERC Funding for the 2024 Idaho Conference on Undergraduate Research (ICUR)
Submitted by Donna Llewellyn, Executive Director of the Boise State Institute for Inclusive and Transformative Scholarship

ICUR 2024 was held on July 17 and 18, 2024. For the first time since 2019, the conference was an entirely in-person event held on the Boise State University campus. We utilized the funding from HERC to pay for transportation and housing for students to attend from across the state and for the space, A/V, and catering for the event. In addition, because we continued to host the Summer Research Community on-line to allow all students from all institutions to participate, we purchased a license to use a larger zoom room. Finally, due to the increased logistics of arranging busses, housing, and on campus space for the event, we needed a much greater amount of staff time to get the conference designed, planned, and implemented. We are grateful for the HERC funding that allowed us to hold ICUR this year.

There were 480 people who registered for the conference this year, with 444 participating in the sessions. This included people from over 35 different institutions/organizations. There were 181 poster presentations with a total of 550 project collaborators including 255 undergraduate students, 78 graduate students and 151 faculty (plus some postdoctoral fellows, high school students, and other community members). Our planning committee of representatives from the different colleges and universities across the state really worked hard to encourage and facilitate participation.

There were two days of workshops and presentations – see the following websites for the program schedule. More details are also available at https://www.boisestate.edu/icur/. Note that Boise State has disallowed the use of pdf programs due to accessibility issues so all materials for the conference were posted at the event site.

A survey was been sent out to all of the attendees. The likert scale responses and an overview of the open-ended responses are attached. We intend to use these results to improve the conference next year, as we learn from our virtual conferences about what aspects of this event are best suited to a virtual setting and which parts really suffer from a lack of in-person interaction.

The funding from HERC went to the following categories of expenditures:

Item	Amount
Zoom license to allow for over 100 participants (we used this for SRC as a lead up to ICUR)	675
Materials and Supplies	473.46
Facilities	3,355.00
Meals and other Refreshments	17,951.99
Housing	12,118.34
Transportation	14,632.63
TOTAL	**$60,000.00**

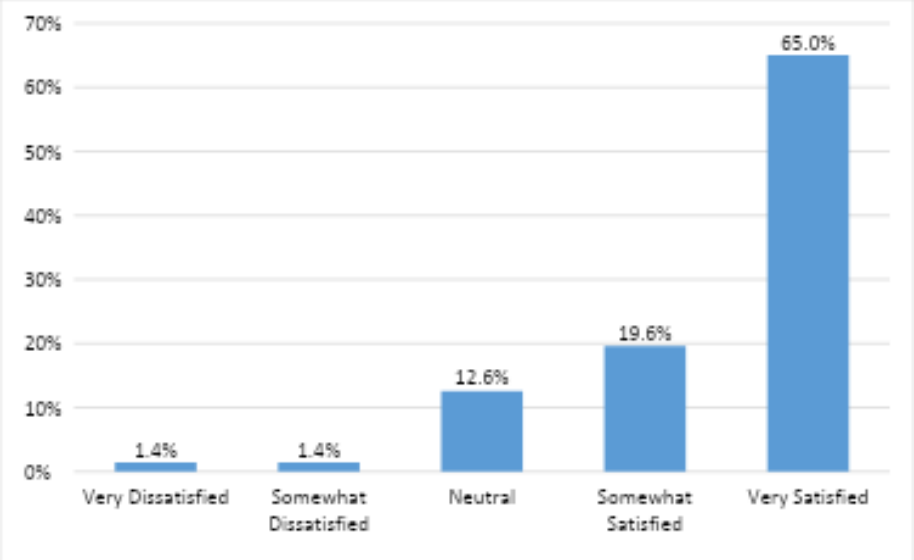
Idaho Conference on Undergraduate Research 2024
Survey Results

RESPONSE RATE: 32.9%

- 435 survey recipients (excludes 6 IFITS staff who did not receive the survey)
  - 278 (63.9%) students
  - 157 (36.1%) faculty/staff/other

- 143 recorded responses; 1 of these is an incomplete response
  - Answers for the incomplete response are included where available.

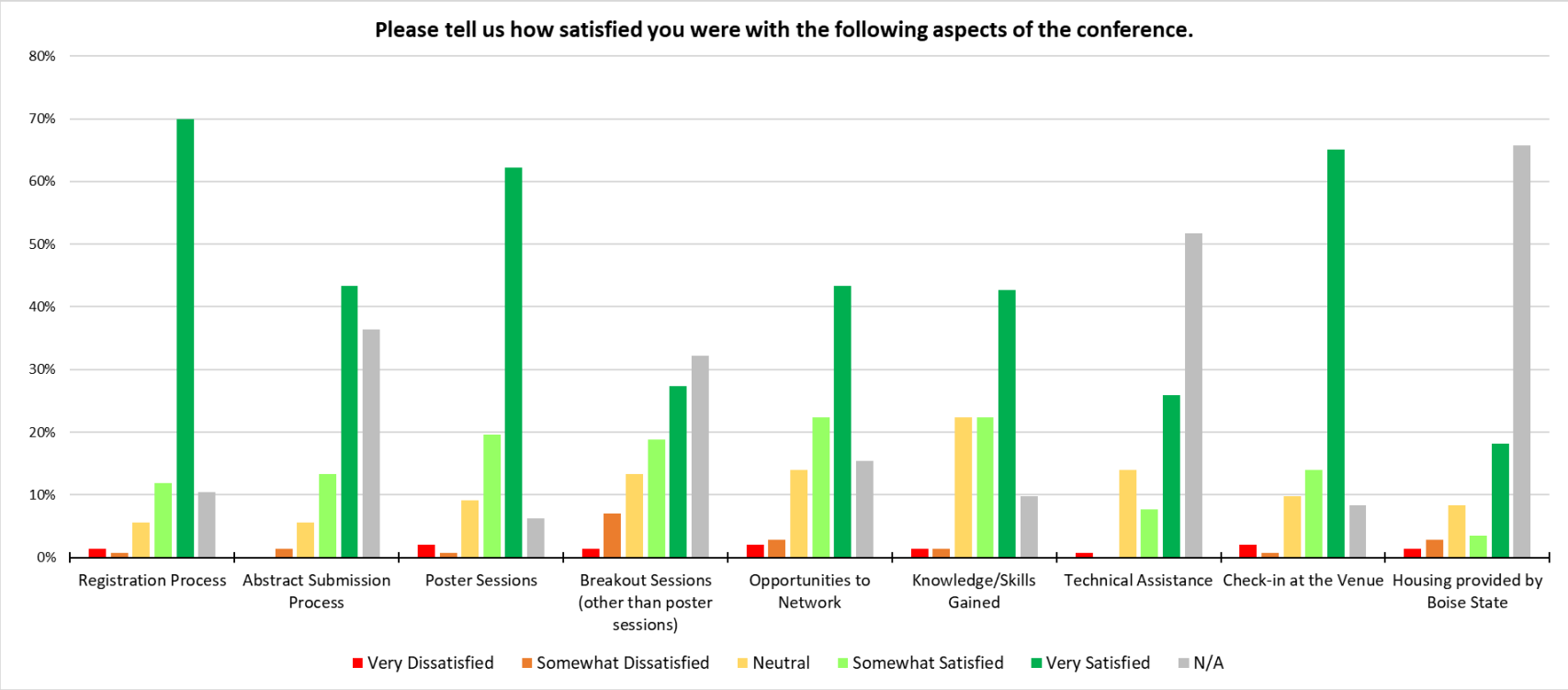
Please indicate your overall satisfaction with the 2024 Idaho Conference on Undergraduate Research.



Answer	%	Count
Very Dissatisfied	1.4%	2
Somewhat Dissatisfied	1.4%	2
Neutral	12.6%	18
Somewhat Satisfied	19.6%	28
Very Satisfied	65.0%	93
Total	100.0%	143

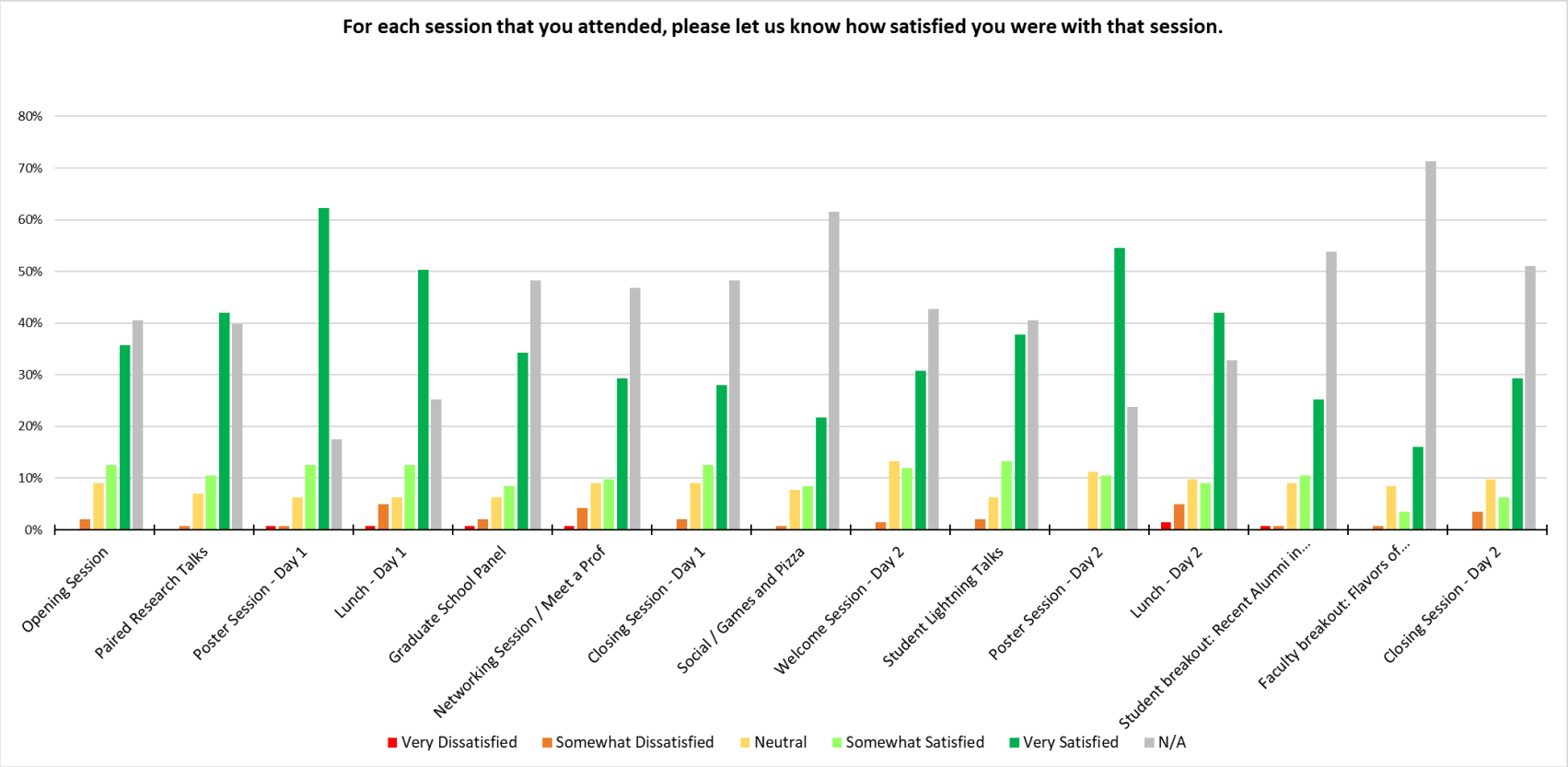
Please tell us how satisfied you were with the following aspects of the conference.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Aspect	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**
Registration Process	1%	2	1%	1	6%	8	12%	17	70%	100	10%	15	100%	143
Abstract Submission Process	0%	0	1%	2	6%	8	13%	19	43%	62	36%	52	100%	143
Poster Sessions	2%	3	1%	1	9%	13	20%	28	62%	89	6%	9	100%	143
Breakout Sessions (other than poster sessions)	1%	2	7%	10	13%	19	19%	27	27%	39	32%	46	100%	143
Opportunities to Network	2%	3	3%	4	14%	20	22%	32	43%	62	15%	22	100%	143
Knowledge/Skills Gained	1%	2	1%	2	22%	32	22%	32	43%	61	10%	14	100%	143
Technical Assistance	1%	1	0%	0	14%	20	8%	11	26%	37	52%	74	100%	143
Check-in at the Venue	2%	3	1%	1	10%	14	14%	20	65%	93	8%	12	100%	143
Housing provided by Boise State	1%	2	3%	4	8%	12	3%	5	18%	26	66%	94	100%	143

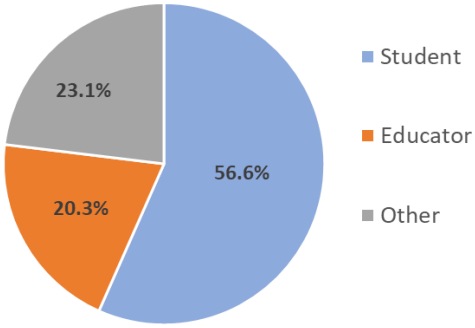

Please tell us how satisfied you were with the following aspects of the conference.
80%
70%
60%
50%
40%
30%
20%
10%
0%
Registration Process
Abstract Submission Process
Poster Sessions
Breakout Sessions (other than poster sessions)
Opportunities to Network
Knowledge/Skills Gained
Technical Assistance
Check-in at the Venue
Housing provided by Boise State
Very Dissatisfied
Somewhat Dissatisfied
Neutral
Somewhat Satisfied
Very Satisfied
N/A

For each session that you attended, please let us know how satisfied you were with that session.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Session	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**
Opening Session	0%	0	2 %	3	9%	13	13 %	18	36 %	51	41 %	58	100%	143
Paired Research Talks	0%	0	1 %	1	7%	10	10 %	15	42 %	60	40 %	57	100%	143
Poster Session - Day 1	1%	1	1 %	1	6%	9	13 %	18	62 %	89	17 %	25	100%	143
Lunch - Day 1	1%	1	5 %	7	6%	9	13 %	18	50 %	72	25 %	36	100%	143
Graduate School Panel	1%	1	2 %	3	6%	9	8%	12	34 %	49	48 %	69	100%	143
Networking Session / Meet a Prof	1%	1	4 %	6	9%	13	10 %	14	29 %	42	47 %	67	100%	143
Closing Session - Day 1	0%	0	2 %	3	9%	13	13 %	18	28 %	40	48 %	69	100%	143
Social / Games and Pizza	0%	0	1 %	1	8%	11	8%	12	22 %	31	62 %	88	100%	143
Welcome Session - Day 2	0%	0	1 %	2	13 %	19	12 %	17	31 %	44	43 %	61	100%	143
Student Lightning Talks	0%	0	2 %	3	6%	9	13 %	19	38 %	54	41 %	58	100%	143
Poster Session - Day 2	0%	0	0 %	0	11 %	16	10 %	15	55 %	78	24 %	34	100%	143
Lunch - Day 2	1%	2	5 %	7	10 %	14	9%	13	42 %	60	33 %	47	100%	143
Student breakout: Recent Alumni in Industry	1%	1	1 %	1	9%	13	10 %	15	25 %	36	54 %	77	100%	143
Faculty breakout: Flavors of Undergraduate Research	0%	0	1 %	1	8%	12	3%	5	16 %	23	71 %	102	100%	143
Closing Session - Day 2	0%	0	3 %	5	10 %	14	6%	9	29 %	42	51 %	73	100%	143

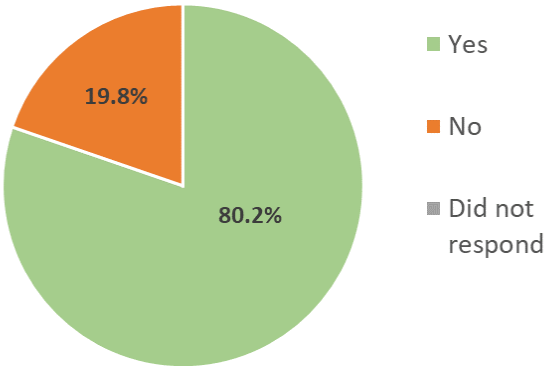

For each session that you attended, please let us know how satisfied you were with that session.
80%
70%
60%
50%
40%
30%
20%
10%
0%
Opening Session
Paired Research Talks
Poster Session - Day 1
Lunch - Day 1
Graduate School Panel
Networking Session / Meet a Prof
Closing Session - Day 1
Social / Games and Pizza
Welcome Session - Day 2
Student Lightning Talks
Poster Session - Day 2
Lunch - Day 2
Student breakout: Recent Alumni in...
Faculty breakout: Flavors of...
Closing Session - Day 2
Very Dissatisfied
Somewhat Dissatisfied
Neutral
Somewhat Satisfied
Very Satisfied
N/A

Please select your role.



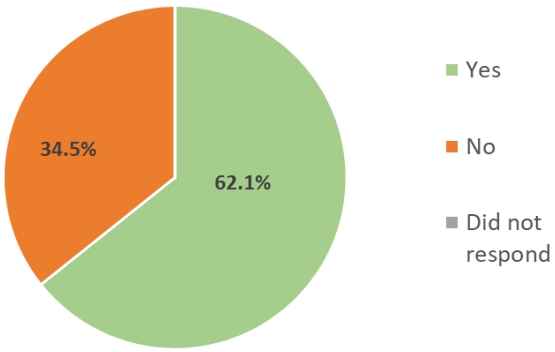
Answer	%	Count
Student	56.6%	81
Educator	20.3%	29
Other	23.1%	33
Total	100.0%	143

Did you present a poster? (This question presented only to the respondents who selected "Student" as their Role.)



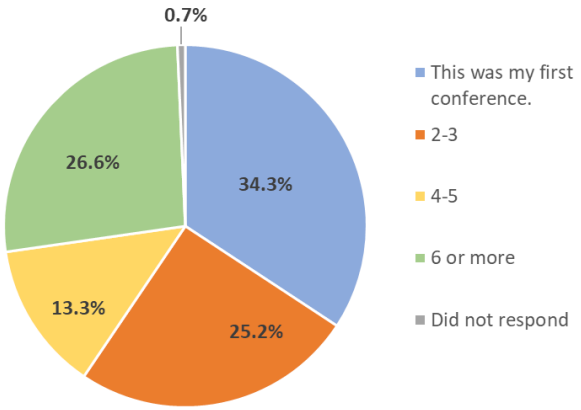
Answer	%	Count
Yes	80.2%	65
No	19.8%	16
Did not respond	0.0%	0
Total	100.0%	81

Were you a mentor of a student researcher who presented a poster? (This question presented only to the respondents who selected "Educator" as their Role.)



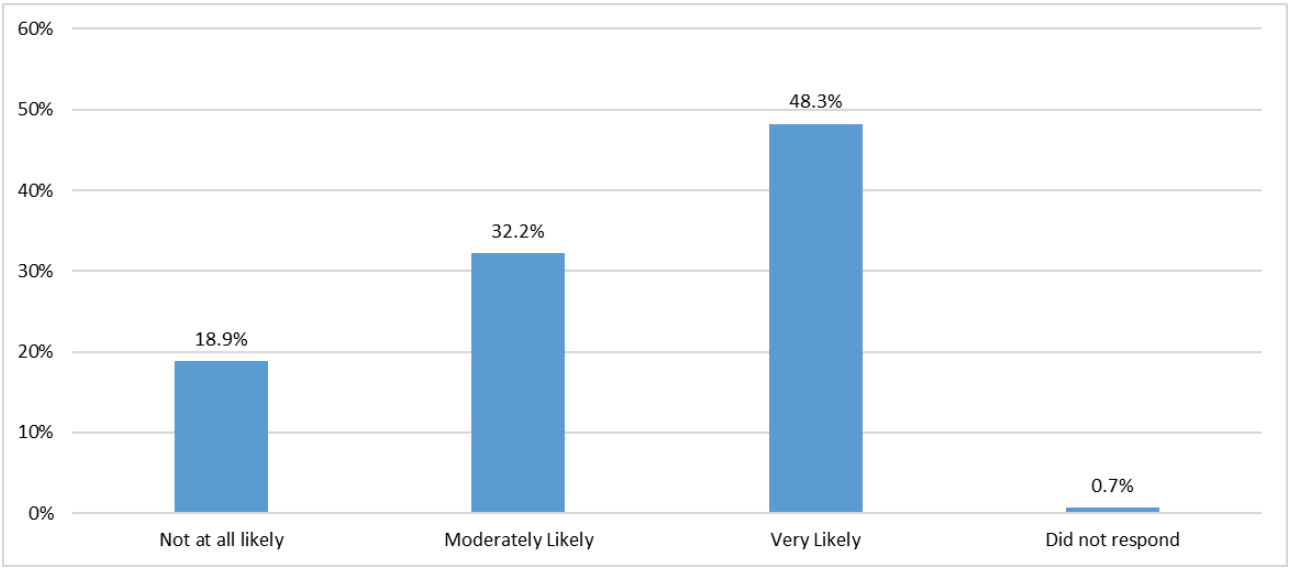
Answer	%	Count
Yes	62.1%	18
No	34.5%	10
Did not respond	0.0%	0
Total	100.0%	29

How many conferences (technical and professional conferences) have you attended including this one?



Answer	%	Count
This was my first conference.	34.3%	49
2-3	25.2%	36
4-5	13.3%	19
6 or more	26.6%	38
Did not respond	0.7%	1
Total	100.0%	143

How likely are you to attend ICUR next year?



Answer	%	Count
Not at all likely	18.9%	27
Moderately Likely	32.2%	46
Very Likely	48.3%	69
Did not respond	0.7%	1
Total	100.0%	143

How did you find out about ICUR?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 117 respondents answered to this question.

CATEGORIES OF COMMENTS	COUNT
Specific faculty or staff member	36
I have previously attended	9
Email	8
Student	8
Friend/family	7
Office of Undergraduate Research (not necessarily BSU)	6
Project SEED	5
REU program	5
Student research participation (not specified)	5
Lab - not specified	4
McNair Scholars	4
Program requirement - not specified	4
Research supervisor/mentor	4
I was asked to be on a panel	3
Website	3
B2B	2
IFITS	2
Internship	2
Not specified	2
Other research event at my school	2
SRC	2
SURF	2
Advertisements or announcements (not specified)	1
Advisor	1
From a previous ICUR attendee	1
I was asked to volunteer	1
INPIRE Partners in Science	1
Poster	1
URCA	1
No response	26

What were your greatest lessons or take-aways from the conference?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 104 respondents answered to this question; 23 mentioned more than one take-away.

CATEGORIES OF COMMENTS	COUNT
Learn about students'/others' research	22
Networking opportunities	12
Learn to communicate to a large audience/people outside my field	10
Opportunity to present/practice presenting research/poster	10
Students' enthusiasm	9
Diversity of research	8
Interacting with/meeting students	8
Graduate school info	6
Gained confidence to present/conduct research	5
Exposure to research conference experience	4
Interacting with/meeting faculty/professionals	4
Networking/interpersonal skills	3
Ability to support students	2
Different paths to research/careers	2
Lightning talks	2
Praise: ICUR organization	2
Seeing students' / mentors' / colleagues' success	2
Applicability of research to everyday life	1
Breakout sessions - not specified	1
Communication workshop	1
Criticism: Disciplines / range of subjects included	1
Feedback on my research	1
How to be a better researcher/succeed with research	1
I was not prepared	1
Increasing focus on students	1
Learn about research resources	1
Meet the Prof session	1
Not specified	1
Paired research talks	1
Poster sessions	1
Research opportunities	1
Value of collaboration	1
Value of research	1
Work hard/practice	1
n/a or no answer	39

Strong responses:

- STUDENT: *"It was valuable practice to refine my presentation before presenting at a larger more specialized conference"*
- STUDENT: *"It was amazing to see the undergraduate students present and have this conference focus on them."*

- STUDENT: *"Since the topics of people's research varied so much, I felt like I improved my ability to explain my research in a way that a broader audience could understand."*
- STUDENT: *"I thought the opportunity to network was incredible, it was a very welcoming atmosphere with admirable researchers and advisors. I enjoyed every conversation I had with people and was so inspired to meet peers who were working on such complex and unique projects."*
- STUDENT: *"Getting out and trying is the biggest part, I saw projects that I had no idea about and people put so much time and effort to make it real. Talking to people is the first step and so you should just do it. Start that conversation."*
- EDUCATOR: *"There is some excellent research going on in the state of Idaho and the next generation of scientists are very bright, passionate and inquisitive."*
- EDUCATOR: *"Seeing all the amazing research done by undergraduate (and high school) students, and seeing their confidence grow as they present"*
- EDUCATOR: *"The students' enthusiasm, both for the research and the opportunity to meet other students and faculty researchers"*
- OTHER: *"I loved the presentations on those researching psychology and loneliness. It was insightful and the presenters were delightful. In fact, all of the presenters (and I talked to many) were professional, courteous, and very excited about their work."*

The complete list of comments grouped by role follows, excluding "n/a" responses.

STUDENTS	
Student	All the networking that I did to better help my project in the future.
Student	Being able to see what it was like to be at a conference and what I will be doing when I go to present my poster for the first time.
Student	Communicating science
Student	Definitely the presentations.
Student	Everyone was well organized and put together. The talks were amazing.
Student	Getting feedback
Student	Getting out and trying is the biggest part, I saw projects that I had no idea about and people put so much time and effort to make it real. Talking to people is the first step and so you should just do it. Start that conversation.
Student	Getting to know the diverse works of other students and understand their passion for research.
Student	Getting to network with other students in different disciplines and discuss our research experience.
Student	Getting to work present my research and learn how to better communicate my research
Student	How passionate people are about theyre research
Student	How to present a poster to a non-stem audience
Student	I enjoyed seeing the passion my peers had for their research
Student	I gained more confidence in my place among undergraduate researchers and presenting scientific material.
Student	I got to learn about a broader range of study within my own field which was very interesting to learn as I make plans for my future.
Student	I learned about the importance of tailoring my poster for different audiences.
Student	I learned the ability to effectively communicate research results
Student	I liked getting experience with poster presentations.
Student	I loved hearing about people's research that was social-based and talking to anthropology professors!

Student	I really enjoyed the lightning talks. I thought that it was cool to hear about research outside of my field.
Student	I think I excel at communicating research and complex ideas to general audiences.
Student	I thought the opportunity to network was incredible, it was a very welcoming atmosphere with admirable researchers and advisors. I enjoyed every conversation I had with people and was so inspired to meet peers who were working on such complex and unique projects.
Student	I was more comfortable sharing my research.
Student	I was not at all prepared.
Student	It was amazing to see the undergraduate students present and have this conference focus on them.
Student	It was my first poster presentation
Student	It was my first time presenting a poster so I'd say that is my biggest takeaway was learning how to present my research to someone with less knowledge in the area of our research.
Student	It was valuable practice to refine my presentation before presenting at a larger more specialized conference
Student	Just hearing about other student's research and their experiences
Student	Learning about different research fields and why it is important to continue research in as many fields as possible.
Student	Learning how to succinctly present my research!
Student	Meeting a professor from Idaho State University in my field of study
Student	Meeting new people
Student	Meeting other students in different fields and hearing graduate student advice.
Student	Met a researcher I would like to work with in the near future
Student	Most likely hearing from the graduate students during the panel or talking to the professor I selected during that breakout session.
Student	Network, network, network.
Student	Networking and confidence
Student	Networking with other students and learning about other disciplines.
Student	Networking with other students and professors involved in research.
Student	Other areas of research are very diverse and interesting.
Student	Overall I pretty much liked the whole conference and my greatest take-away was probably the networking and the grad school graduates in the field.
Student	Presentation practice
Student	Seeing all the students presenting about something they really care about was very impactful.
Student	Seeing my mentor and lab mates kill it
Student	Since the topics of people's research varied so much, I felt like I improved my ability to explain my research in a way that a broader audience could understand.
Student	Talking to people is important in every field.
Student	Talks with professors
Student	Technical communication
Student	That art can count as science when combined properly
Student	That it is amazing how we as a species can organize anything at all, let alone a conference.
Student	That working in industry doesn’t mean I can’t go back to school or even go on to work in a government lab.
Student	the amount of branches that research can take
Student	The connections and networking I was able to make
Student	The diversity of the students' research posters. So amazing!
Student	The grad student panel discussion on funding was a big take-away.

Student	The most impactful part of attending was finding out how conferences are typically structured.
Student	The most impactful part was preparing a student lightning talk and sharing my research in a way that was easily understandable for everyone.
Student	The most important thing is flexibility and a willingness to talk to and learn from your peers
Student	There are a lot of people from different fields you can learn frkm
Student	There's a lot of interesting undergraduate research going on.
Student	This was a great opportunity for my undergraduates
Student	What to expect for next year when I present
EDUCATORS	
Educator	Getting to meet with students in small groups.
Educator	Giving my students an opportunity to practice presenting and discussing their research
Educator	Great opportunity for students
Educator	Great opportunity for undergraduates to get conference and presentation experience
Educator	Having my students meet and talk to other students doing research.
Educator	I always love talking to students about research!
Educator	I was impressed that the number of research projects was conducted during summer at Boise State and other Universities in Idaho.
Educator	Learning about the amazing interests and accomplishments of the students. Watching my mentee shine.
Educator	paired talks
Educator	Peer collaboration to build and present your work is a valuable skill!
Educator	Seeing all the amazing research done by undergraduate (and high school) students, and seeing their confidence grow as they present
Educator	So much energy in the room!!
Educator	The conference provided many students with the opportunity to prepare their first-ever presentation.
Educator	The range of subjects covered is overly broad.
Educator	The students' enthusiasm, both for the research and the opportunity to meet other students and faculty researchers
Educator	There is a lot of research activity occurring in the summer time in Idaho!
Educator	There is some excellent research going on in the state of Idaho and the next generation of scientists are very bright, passionate and inquisitive.
Educator	This is an important and great opportunity for students intro to networking and technical conference attendance.
OTHER ROLES	
Other	I loved all of the posters and getting to connect with students from other institutions and high schools.
Other	Excitement for research.
Other	Great opportunity to showcase talent and skills
Other	Great projects for students.
Other	Great way for students to network.
Other	How much young students are learning
Other	I enjoyed seeing the variety of presentations and the excitement of the presenters. I learned a lot just walking around.
Other	I enjoyed the students and their research interests.
Other	I loved seeing all of the research taking place not only at BSU but across the state.

Other	I loved the presentations on those researching psychology and loneliness. It was insightful and the presenters were delightful. In fact, all of the presenters (and I talked to many) were professional, courteous, and very excited about their work.
Other	I really enjoyed being able to answer questions for students that were considering taking a gap year or that had questions about working for the USFWS. I felt like the agency was underrepresented and I was happy to be a resource for the community in that sense.
Other	I was happy to be able to share my grad school journey with undergrads and hopefully would be able to help them decide if grad school is for them.
Other	I was very impressed with the depth and the breadth of the research.
Other	Imparting my graduate student experiential knowledge to fellow learners.
Other	It showcases the levels of undergraduate research present in Idaho.
Other	Learn lots from the presenter
Other	Seeing the students' network
Other	Students worked very hard to attend
Other	Supporting undergraduates
Other	The breadth of research being done at undergraduate institutions
Other	The incredible research revealed by the presenters and their posters.
Other	The many applications of science
Other	To see all the work he was doing over the summer

What changes in the ICUR would significantly improve the conference experience for you?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 68 respondents suggested at least one change; 11 made more than one suggestion. 84 respondents either did not answer this question or indicated they had no suggestions for improvement.

CATEGORIES OF COMMENTS	COUNT
Plenary/breakout/other talk sessions	27
Other logistics	19
Conference - general	9
Positive comment / no changes suggested	9
Discipline focus	8
Poster sessions	7
No changes suggested	75

Highlights:

- Poster sessions
    - 3 people said the room was too tight on space
    - 2 people made session structure redesign suggestions
- Plenary/breakout/other talk sessions
    - 5 people felt the sessions were too long.

  - 4 people felt the sessions weren't long enough. There were specific mentions of the "Meet a Prof" session.
  - 3 people suggested better/more networking opportunities.
  - 3 people requested more sessions.
- Discipline Focus
  - 5 people suggested more focus on disciplines other than STEM.
- Other logistics
  - 7 people suggested separating lunch from the poster session.
  - 3 people asked for better/more networking opportunities.
  - 3 suggested better/more communication of sessions and details before the conference*

**Repeat highlight from last year*

Strong criticisms:

- STUDENT: *"Communication during travel and during the conference. Also, I didn't appreciate being treated like a child rather than an adult regarding check-in. In other conferences, i have been given relatively free reign. I did not appreciate not being made aware ahead of time what we would be given ("linens" doesn't convey being given a towel and washcloth, and I would have liked to have known ahead of time we wouldn't be given fitted sheets) or where our bus was going to be and having to find out at the last minute"*
- STUDENT: *"For me, it would have been better if I could have met more than just one other professor during the "meet a professor" session, especially due to how much down time we had. Then, it would have been more helpful if we could have gotten more than just one or two responses from the graduate students during the panel. Only because not everyone's experiences are exactly the same. Additionally, it would have been nice if there was a separate time for lunch and the poster session because it was quite anxiety inducing to have to eat very quickly before anyone came to my poster."*
- STUDENT: *"I think that for me adding a diversity of professors and graduate alumni who are not all in STEM jobs or backgrounds would be helpful. I would have liked to talk to a professor about the process of an Education major same with a graduate alumni."*
- STUDENT: *"I would have appreciated if lunch was a separate time from the poster session. It feels kind of unprofessional for me to be trying to eat while trying to present my work. I also think it would have been cool if there were people on the grad school panel that weren't pursuing their grad degrees at BSU. While I entirely get why the individuals chosen were there, it would have been helpful to hear from somebody who had maybe done their undergrad in Idaho but had gone somewhere else for grad school. While I can't speak for everyone, I know myself and many of the people I work with are really looking to leave the state for further education and it would have been nice to have a perspective that catered to that."*
- STUDENT: *"I think ICUR is a great conference for students who have never attended it or especially if they're new to research. As someone who has had to attend the conference and weekly sessions for 3 years, I feel like there's not as much for me to take away since it is the same every year. I'm graduating this semester so I will not have the ability to attend again, but for the students who have attended before, it would be nice to have more panels to choose from instead of just the same ones every year. Like a panel on how to better communicate research or on how to search for research materials or something a little more practical instead of just talking to industry and graduate schools. Those panels are very important for some people but they can get a little old when you've sat through the same type of panel 6 different times. So I little more variety to choose from for the conference panels might be nice."*

- STUDENT: *"one on one time, like speed dating. When we did break outs or large sessions where we would ask the speakers questions I know a few students with questions that didn't ask cause they were nervous. The closest thing to this was the session where a group of students would see a different professor, I liked this because it was easier to get a more one on one time but it was very short and I only got to talk two scientist. "*
- EDUCATOR: *"While I realize that UG research is the main focus of this conference, UG research would not exist without mentorship. With that in mind, I would like to see more programming for faculty/mentors. This might also draw more participation from faculty/mentors."*

Changes/Comments by Category (sorted by the greatest number of mentions to the lowest):

CATEGORY > SPECIFICS	COUNT
Conference - general	***9***
Less about the value of research	1
More focus on my major / a specific discipline	1
More interesting sessions	1
More sessions for faculty/mentors	1
Narrow discipline focus	1
Scheduling suggestion	1
Session structure redesign suggestion	1
Sessions were repetitive/had the same info	1
Student recruitment	1
Discipline focus	***8***
More focus on disciplines other than STEM	5
More focus on my major / a specific discipline	2
Remove art posters / contributions	1
Other logistics	***19***
Lunch structure	7
Better/more communication of sessions and details before conference begins	3
Better communication re: transportation/travel	1
Better food/wider selection	1
Check-in	1
Deadline suggestion	1
Don't run out of food	1
Not enough time for lunch	1
Not specified	1
Parking	1
Registration process was confusing	1
Plenary/breakout/other talk sessions	***27***
Too long	5
Not long enough	4
Better/more networking opportunities	3
More plenary/breakout/other talk sessions	3
Session topic suggestion	3
Group by discipline	2
More info about specific grad school opportunities	2
Opportunity to speak with faculty one-on-one	2

Lightning Talks	1
More diversity of speakers	1
Session structure redesign suggestion	1
Positive comment / no changes suggested	***9***
Poster sessions	***7***
Too tight on space	3
Scheduling suggestion	2
Easier way to find specific posters	1
Too loud	1
No changes suggested	***75***

The complete list of comments grouped by role follows, excluding “n/a” and “none” responses that do not elaborate further.

STUDENTS	
Student	A better idea of what the schedule looks like (maybe in an email or something)
Student	A bit more networking time is all I would add or maybe a session on resumes and linkedin.
Student	A grad school fair with booths run by grad school recruiters from outside of Idaho would be valuable for me.
Student	A session on emotional and mental health and more diversity in research presenters and faculty!grad students speaking.
Student	A shorter opening session would be appreciated.
Student	Better communication about housing, check-in, and the bus pick-up/leave times
Student	Communication during travel and during the conference. Also, I didn't appreciate being treated like a child rather than an adult regarding check-in. In other conferences, i have been given relatively free reign. I did not appreciate not being made aware ahead of time what we would be given ("linens" doesn't convey being given a towel and washcloth, and I would have liked to have known ahead of time we wouldn't be given fitted sheets) or where our bus was going to be and having to find out at the last minute
Student	For me, it would have been better if I could have met more than just one other professor during the “meet a professor” session, especially due to how much down time we had. Then, it would have been more helpful if we could have gotten more than just one or two responses from the graduate students during the panel. Only because not everyone’s experiences are exactly the same. Additionally, it would have been nice if there was a separate time for lunch and the poster session because it was quite anxiety inducing to have to eat very quickly before anyone came to my poster.
Student	giving more time for some session. Parts of it felt rushed (though that could also be due to many groups not presenting much before)
Student	Have a lunch break instead of serving lunch during the poster session
Student	Have enough food available for all participants
Student	Have more time one on one time with research professors and have MD-PHDs at the conference.
Student	Having staggered poster slots for students. One of the more disappointing thing was that on the day I was presenting I was unable to take a look at the other students posters who where presenting that day.
Student	I am not sure. It was pretty good!
Student	I can't really think of anything that would make it better. It was rather good overall.

Student	I had little understanding of ICUR before the lightning talk. So, I think Lavanya did a great job getting me from point A to point B. It was very heavy on STEM projects.
Student	I know you guys can't control it, but I would love to see more representation of environmental sciences in the conference.
Student	I think have the poster presenters eat first, rather than last.
Student	I think ICUR is a great conference for students who have never attended it or especially if they're new to research. As someone who has had to attend the conference and weekly sessions for 3 years, I feel like there's not as much for me to take away since it is the same every year. I'm graduating this semester so I will not have the ability to attend again, but for the students who have attended before, it would be nice to have more panels to choose from instead of just the same ones every year. Like a panel on how to better communicate research or on how to search for research materials or something a little more practical instead of just talking to industry and graduate schools. Those panels are very important for some people but they can get a little old when you've sat through the same type of panel 6 different times. So I little more variety to choose from for the conference panels might be nice.
Student	I think more icebreakers and opportunities to encourage connections with students from other universities and majors would have improved my experience.
Student	I think that for me adding a diversity of professors and graduate alumni who are not all in STEM jobs or backgrounds would be helpful. I would have liked to talk to a professor about the process of an Education major same with a graduate alumni.
Student	I thought that the opening and closing sessions could maybe be a little shorter and instead have more time dedicated to meeting professors or grad students. I think the lightning talks were very enjoyable, I wouldn't have minded hearing some on both days.
Student	I would have appreciated if lunch was a separate time from the poster session. It feels kind of unprofessional for me to be trying to eat while trying to present my work. I also think it would have been cool if there were people on the grad school panel that weren't pursuing their grad degrees at BSU. While I entirely get why the individuals chosen were there, it would have been helpful to hear from somebody who had maybe done their undergrad in Idaho but had gone somewhere else for grad school. While I can't speak for everyone, I know myself and many of the people I work with are really looking to leave the state for further education and it would have been nice to have a perspective that catered to that.
Student	I would have liked to have more time to visit more than 2 professors in the "speed date" section.
Student	I would like more time with mentors, and ideally more advice for graduate admissions.
Student	I would separate lunch and poster sessions.
Student	If there could be a better way to format eating lunch with the poster sessions that would be nice. Additionally, I found that there was a lot of free time with the small prizes which was fun until it felt like it was starting to drag on for too long. I would suggest limiting how long that goes on for.
Student	it's weird to have people who are just visiting, register.
Student	Less "Here's why research is important" to an audience full of undergraduate researchers
Student	Many fields were covered, but personally I would enjoy to see some more physics research as it's my Major, or talks related to the field.
Student	Maybe adding a bit more diversity in fields and topics. For example, adding education or psychology.
Student	More diverse poster sessions. I did not see any posters that were related to psychology or sociology or behavioral science and I think I would've learned more or at least been impacted one way or another if there were more poster presentations amongst those fields.
Student	More productive use of time and more interesting talks.
Student	More research area-specific breakouts (CS/AI)
Student	More seminars.
Student	More to encourage student networking? I definitely talked to students from other institutions, but only during poster sessions and off handedly. I think it'd be nice to do breakouts by college (i.e. engineering, CLASS, science, etc.) but know that could be difficult

Student	Not eating during the poster session.
Student	one on one time, like speed dating. When we did break outs or large sessions where we would ask the speakers questions I know a few students with questions that didn't ask cause they were nervous. The closest thing to this was the session where a group of students would see a different professor, I liked this because it was easier to get a more one on one time but it was very short and I only got to talk two scientist.
Student	Perhaps remove the art things
Student	Shorter session times. A lot of the speakers seemed to drag out their research and dulled their message.
Student	Some of the panels could be much shorter and more concise.
Student	The lunch in the first day was really quick for the presenters and on day two the presenters had lunch after presenting and the forty minute break before presentering.
Student	The opening session of the first day was a little long, it was hard to keep focused under the lights in that room I felt
Student	The student lightning talks didn't feel necessary, and if replaced by breaks throughout the day, would have made the conference significantly more palatable. A lot of the presenters wound up advertising their posters anyway/not giving the full story away, defeating the purpose of a speed talk.
EDUCATORS	
Educator	As a social scientist, it seems like a lot of the program is more centered around the bio and physical sciences, engineering, or health. However, as several of the students mentioned during the 2nd day's closing, they really enjoyed learning more about social sciences and seeing how they can be integrated with the other fields. I mentioned this at the conference, but I really think students would benefit a lot from attending a panel where they are directly exposed to faculty and maybe grad students who can talk about what the other side actually does, and how this can benefit the students. In other words, those in the bio and physical sciences attend a panel where social scientists explain what they do and how they can help those in the bio and physical sciences to achieve their ultimate goals, and vice versa. Basically, really introduce these students to interdisciplinary research.
Educator	Being a day and a half conference instead of two full days
Educator	Expanding to solicit greater participation from arts and social sciences. Also, catering.
Educator	Given the broad range of subjects, many of which I have no interest in, either narrow the scope of the conference so that it is sciences OR social sciences OR art, etc. Alternatively, try a theme to unify these often disparate fields.
Educator	I feel that the meet is well planned for achieve the goals it has set out.
Educator	I heard after the fact that parking passes were available for local attendees. If I can offer these to students, I think many more would attend!
Educator	I think some concurrent sessions would be good and maybe some more focused on faculty. I was bit disappointed by the attendance at the one faculty session, as there were only about 8 people or so. For the 2nd lunch, hot dogs and hamburgers during a poster session didn't seem like a good idea. I saw quite a few ketchup stains. As a lifetime vegetarian, I also really have a hard time with impossible-type meats (they're too similar to real meat for me) and would prefer the options be more obviously vegetarian/vegan.
Educator	It is great as it is.
Educator	More balance of disciplines. Not All STEM
Educator	More information out sooner to students and faculty.
Educator	None I can think of right now. Providing opportunities for mentorship (Q&A with grad students and recent graduates) is a great idea that should be retained for future ICURs.
Educator	None, it was ran excellently.
Educator	Possibly making the abstract deadline a week earlier. Compared to the past, it was very short between abstract submission and poster printing. Note, this is a minor suggestion (I don't think it would significantly improve the experience.)

Educator	The background noise is just too loud for the poster sessions due to too many posters packed in one room.
Educator	There were a lot of posters in the room and sometimes it was a little hard to move around. I am not sure if a bigger space is available.
Educator	While I realize that UG research is the main focus of this conference, UG research would not exist without mentorship. With that in mind, I would like to see more programming for faculty/mentors. This might also draw more participation from faculty/mentors.
OTHER ROLES	
Other	Easier way to find specific posters
Other	I only attended poster sessions. The posters were to crowded together, making it hard to hear the presenter over the others poster presenters around.
Other	I think it was great that is was in-person event this year. I think the poster presentations could all be held on one day.
Other	I thought it all went well from what I observed.
Other	More room between posters
Other	No suggestions. Can't wait for next year!
Other	Perhaps more breakout sessions for students.
Other	Recruit more students from community colleges to attend.

IGEM Grant Report

☐ Progress (due Jan. 1) ☐ Annual (due Jul. 31) ☒ Final (due Aug. 31)

IGEM Grant # ___***IGEM 22-001***____ Principal Investigator _Edward Vasko_____

Submission Date _June 30, 2024_____ Primary Institution Boise State University__

Instructions: Complete each section of this report directly on this template. Completed reports must be 4 pages or less in 12 pt Arial font, excluding the expenditure report. Reports that do not follow these requirements will be returned for revision. Submit reports by the appropriate due date to HERC@osbe.idaho.gov

Section 1: Summary of project accomplishments for the reporting period and plans for the upcoming reporting period.

Objective 1: Workforce development metrics:

For the reporting period, the Cyberdome project funded an equivalent of 22 six-month long student internships. During this period, student workers from 7 of our public institutions, including Boise State University, College of Western Idaho, College of Eastern Idaho, Lewis Clark State College, North Idaho College, Idaho State University, and University of Idaho worked together to monitor & detect client issues.

Objective 2: Risk reduction for clients:

For the reporting period, our technology platform reported a total of 75,704 client alerts to our student workers covering 33,812 assets total monitored assets in our client community. From these alerts, the students were able to analyze the reported data and filter this information to 8,219 cases possible incidents. These incidents were then further examined with our lead mentor team members for possible impact levels to our clients. Of the possible incidents, a total of 834 escalated to our clients. The team then worked with our clients to determine next steps and escalation paths. These alerts, incidents, and escalations would not have been caught without the technology, processes, and student workers in the Cyberdome.

Objective 3: Produce innovative research, tools, & techniques

Our Co-PIs and Graduate Assistants (GAs) submitted and published a total of five papers. Published papers range across topics such as: protecting data integrity for outsourced databases, email encryption methods, and nation-initiated cyber-attacks. Further work is being done on identifying anomalous events within complex enterprise networks that host a variety of event sources.

Other accomplishments during this period

Building recurring (annual) penetration testing offering for clients with vulnerability scans.
We established a centrally maintained and monitored vulnerability scanning tool. The technical challenges relating to the deployment of a vulnerability scanner that can effectively and expeditiously scan our clients' networks have largely been overcome, and we are now executing scans.

Continue development of the Virtual City/CyberRange as a training platform.
The largest non-direct action/learning lab activity that was engaged in this year by Cyberdome interns was the development of a lab environment that simulates a "standard-issue corporate network" that we refer to as the "Virtual City." The lab environment currently holds virtual images of desktops, server and attacker

environments, and can simulate a wide range of attack and defense scenarios. This project, developed in conjunction with NSA CAE funding received by Boise State's Computer Science department, established a base framework for this virtual environment that we can duplicate and use for a variety of different types of activities. We further built upon the Virtual City by creating a "SIEMulation Lab," used to test a variety of security monitoring tools[1]. As part of their day-to-day efforts, interns use our SIEM, Stellar Cyber, to detect and categorize events of concern. However, our interns rarely get to see activity that they already know to be malicious. The SIEMulation Lab, enables attacks on a monitored network. Teams review the associated alerts these tools generate and use that information to establish baselines for what different types of security concerns look like in the real world. This enriches our documentation and allows our interns to clearly see alerts that are generated by the types of malicious activity they are looking for during their daily monitoring of our customers' networks.

Continue activating Cybedome clients.

Increasingly complex clients provide real world experience for our engineers and analysts as they architect and implement solutions. We have 11 clients and approximately 20 prospective clients in varying stages of movement forward towards activation, far exceeding our original grant goal of five clients.

Training improvements

The team continues to improve onboarding materials and training procedures for new students. The Canvas course material has been completely re-worked with direct student involvement. Further, a job-shadowing program has been implemented through which students are teamed together to exchange critical knowledge. Other improvements include enabling workflows for self-sufficiency in the worker decision cycle. One key aspect of this effort is the formalization of "Tier Two Interns" that provide guidance and quality assurance on responses intended for clients.

Platform refinement & automation

Cyberdome engineers implemented a tool that integrates our ticketing platform into our primary monitoring tool. Workers are now able to log new issues with minimized effort; clients can see the status of and recommendations for important logged issues, and regular status reports and recommendations can easily be created from the issues documented inside our ticketing platform. This ongoing effort has been maintained through multiple revisions of the core environment and is developed in such a way to continue to be usable even if our security tools change or expand.

Section 2: High-level summary of budget expenditures for the period just completed. If budget is underspent at time of report, explain why and plans for expending funds. Costs associated with Other Expenses (software, AWS, and student certification expenses) continue to increase over time. AWS expenses have risen throughout the period as a result of the increased number of Cyberdome clients exceeding the five Cyberdome clients projected in the original grant application. In 2H FY'24 we examined storage cost models to align our client demand with short-term and long-term budget needs. We expect to consume the entire FY'24 budget.

[1] *Also known as Security Information and Event Management (SIEM) tools.

Section 3: Demonstration of economic development/impact, including the following as applicable: patents, copyrights, plant variety protection certificates received or pending; technology licenses signed, start-up businesses created, and industry involvement; private sector engagement; jobs created; external funding; any other pertinent information.

Industry Involvement/Private Sector Engagement:

A wide range of industry partners continue to express interest in supporting the Cyberdome's mission. We are actively filtering partners based on showing a willingness to fit rural client risks and offer licensing for low-/no-cost.

Economic Development via Jobs Created:

Since the beginning of the grant period in July 2023, twelve departing interns responded to surveys indicating that they had accepted a full-time job offer and reported their salaries. The median wages for these students were $70,000. The median wage for those with a bachelor's or master's degree was $70,000 while those with an associate's degree earned $46,800.

Grants Received

Four Federal grants leverage the Cyberdome data/platform. The first is a $750,000 2-year grant from the NSA Center for Academic Excellence program. The grant is to develop AI/ML analysis graphs leveraging the Cyberdome datasets and platforms. The second grant is a $280,000 2-year grant for a GenCyber instructor camp that will leverage the Cyberdome platform. Finally, Boise State is the recipient of a $3.2M NSF Scholarship for Service (SFS) grant and a recurring DoD Cybersecurity Scholarship Program (CySP) scholarship. The Cyberdome was a key differentiator for our grant applications.

Technology Transfer/Licensing Opportunity:

We examined the possibility of licensing integration work performed by a Cyberdome worker and found this to not be a viable solution.

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.

Student Participation

Funding has sponsored 22 student internships; Section 1 outlines various accomplishments of the student team. Three Graduate Assistants (GAs) are also supported by this project.

Faculty / GA Participation

There are a total of three GAs and four Co-PIs working on the specific research areas of this grant. Specific Co-PI/GA accomplishments include

- Utilizing our VirtualCity environment to tackle the challenge of identifying anomalous events within complex enterprise networks that host a variety of event sources. This team recently submitted a paper detailing a new system that excels in automatically detecting anomalies from multiple event sources, outperforming existing methodologies (named Captor). Further, this research extends to the automated interpretation of these anomalous events through the utilization of artificial intelligence.
- Further research on forecasting targeted attacks from adversarial nations based on news and conflict data. A particular emphasis on targeting specific organizations or

types is now underway. This approach involves integrating detailed textual descriptions of organizations with news data to enhance the precision of predicting targets beyond mere country-level analysis.

Paper Submitted / Published

A total of five papers were submitted and published in this period. The papers range across topics such as: anomaly detection in process execution, malware polymorphism mitigation, cybersecurity predictive models, useful certificateless email encryption, and election security.

Published papers / submitted, include:

- Jyh-haw Yeh, Md Mashrur Arifin*, Ning Shen*, Ujwal Karki*, Yi Xie* and Archana Nanjundarao*. "Integrity Coded Databases - Protecting Data Integrity for Outsourced Databases," Computers and Security (Elsevier), Available Online October 2023, https://doi.org/10.1016/j.cose.2023.103569
- Jyh-haw Yeh, Srisarguru Sridhar* and K. Dakota White^. "Developing Accessible Email Encryption Using a Certificateless One-Way Key Agreement Scheme," 2023 4th Information Communication Technologies Conference, May 2023.
- " Unveiling the Efficacy of BERT's Attention in Memory Obfuscated Malware Detection," to the *19th International Conference on Information Security Practice and Experience (ISPEC 2024),* which will take place in October 2024.
- Lakha, B., Duran, J., Serra, E., & Spezzano, F. (2023, October). Prediction of Future Nation-initiated Cyberattacks from News-based Political Event Graph. In *2023 IEEE 10th International Conference on Data Science and Advanced Analytics (DSAA)* (pp. 1-8). IEEE.
- Detecting Anomalies in Voter Registration Data", Nahid Anwar and Amit Jain. Published and presented at 8th Annual Summer Conference on Election Science, Reform, and Administration on 16-17th May at University of Southern California

Other accomplishments during this period:

Two GAs successfully defended their PhD thesis and/or presented papers at international conferences. Paper development continues leveraging research on temporal graph neural network approaches to predict whether government organizations will be affected by a specific type of cyber-attack and a survey paper around the detection of fraud in elections.

Section 5 : Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion.

Federal, State, and private funding sources

Funding requests have been put forward in support of Governor Little's Cybersecurity Task Force objectives, of which PI Vasko was a member. The Cyberdome specific request included state appropriations equal to four (4) full-time support mentors, paid internships for up to 70 students across the state, and platform support for up to 70 rural communities. Further collaboration occurs with Idaho Office of Emergency Management (IOEM) for funding related to cybersecurity support for rural & underserved communities.

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project. The expenditure report does not count toward the page limit. A written summary of budget expenditures should be provided in section 2 of this report.

See attached expenditure report below. Explanation for line items that are under budget are provided in Section 2.

Expenditure Report

	Revised Budget	Projected Spend	Projected Funds Remaining
Salaries	$476,008.85	$476,008.85	0%
Benefits	$86,603.56	$86,603.56	0%
Other Expenses	$130,387.59	$130,387.59	0%
Capital Equipment	$7,000.00	$7,000.00	0%
Totals	$700,000.00	$700,000.00	0%

*Projected spend includes anticipated expenses incurred through 6/30/2024; $624,398 of this budget has been spent as of 6/3/2024.

IGEM Grant Report

☐ Progress (due Jan. 1) ☐ Annual (due Jul. 31) X **Final (due Aug. 31)**

IGEM Grant # IGEM22-002 Principal Investigator: Owen McDougal

Submission Date 8/28/2024 Primary Institution: Boise State University

Instructions: Complete each section of this report directly on this template. Completed reports must be 4 pages or less in 12 pt Arial font, excluding the expenditure report. Reports that do not follow these requirements will be returned for revision. Submit reports by the appropriate due date to HERC@osbe.idaho.gov

Section 1: Summary of project accomplishments for the reporting period and plans for the upcoming reporting period.

Extramural Funding: In year 3 of the IGEM HERC project, we proposed to construct Food and Dairy Innovation Center (FDIC) labs and submit 12 grants to generate $1.5M in external funding. Our accomplishments associated with the lab construction and grant activity are as follows. Construction of the three and a half FDIC lab modules of 650 sq ft per lab for a total of more than 2,000 sq ft., began on October 25, 2023. The lab construction project was completed, and we moved into the new space on August 5, 2024. Our project team is currently managing 20 sponsored projects, for a total budget of $21,952,792. Another four proposals have been awarded and contracts are in the process of being finalized. The budget for the four grants in-contract is $15,631,478 (**Table 1**).

Table 1. Summary of FDIC extramural funding activity

External Funding / Grants & Funding	YR1 ($500K)	$	YR2 ($1M)	$	YR3 ($1.5M)	$
Grants Administered			15	$4,579,541	23	$37,584,270
Grants Awarded	5	$668,541	8	$2,437,351	19	$21,952,792
Grants In-contract					4	$15,631,478

Personnel/Students: In FY24, the FDIC team trained 17 graduate students, 23 undergraduate students, and employed 7 staff. In addition, we were able to place 4 students into internships, where two gained full time employment. Of the staff, two obtained different jobs following the end of this IGEM HERC grant, and another three have been funded by different grants.

Publications: Our team published 5 papers during FY2024 that included topics in pulsed electric field (PEF) applied to potato chips to reduce acrylamide formation, PEF technology to accelerate barley germination and improve malt extraction, chemometric software to rapidly identify and quantify dairy proteins in milk, radio-frequency wave-based bacterial biofilm detection in dairy processing facilities, and characterization of plant alkaloids that have therapeutic properties.

Analytical work**:** A milk transportation tube model and a commercial heat exchanger/ pasteurizer model were studied using simulation, and it was observed that a 1 μm thick

layer of biofilm in a milk filled pipe shifted the reflection coefficient from 0.229 GHz to 0.19 GHz. Further sensitivity analysis revealed the shift in frequency from 0.8 GHz to 1.2 GHz for a film thickness of 5 µm to 10 µm with the highest wave reflection (S11) peak of approximately -120 dB for a 6 µm thick biofilm. For the case of the resonant cavity/heat exchanger, the same antenna approach was used to excite the modes in the heat exchanger with fins and filled with milk and biofilm. The simulated resonance frequency shifted from 1.52 to 1.54 GHz, for a film thickness varying from 1 to 10 µm. A proposal to study the response experimentally will be resubmitted to USDA NIFA.

Section 2: High-level summary of budget expenditures for the period just completed. If budget is underspent at time of report, explain why and plans for expending funds.

The overall budget expenditures equate to 100% of the total funds having been spent on infrastructure, instrumentation, and equipment.

Section 3: Demonstration of economic development/impact, including the following as applicable: patents, copyrights, plant variety protection certificates received or pending; technology licenses signed, start-up businesses created, and industry involvement; private sector engagement; jobs created; external funding; any other pertinent information.

The FDIC has been exceedingly engaged with private sector companies as partners on external grants and as sponsors of funded projects. The companies that have contributed time, resources, and funds in FY24 include; Agropur, Glanbia Nutritionals, Daisy Brand, Jones & Company Flavorings, Valley Food Tec, Genesis Organics, Ingredion, Dairy West, Cinder Wines, Telaya Winery, Food Physics, Anheuser Busch, Mountain Malt, Southern Fabrication Works, J.R. Simplot Co., McClain Foods USA, Gibby Group, Top Onion USA, Amalgamated Sugar, Chobani, Brabender, National Dairy Council, Pacific Process, Agilent Technology, Idaho National Laboratory, and Schmidt Futures. These partnerships led to the continued employment of three postdoctoral researchers, two research technicians, and a program director. Of the 20 grant funded projects in 2024, 17 of them were with industry partners. The four additional grants that have been recommended for funding, all have industrial collaborators that contributed to the success of the proposals.

Internship opportunities for students in FY24 are shown in **Table 2** along with an overview of internships and jobs for students since the FDIC was first funded. The YR3 partners are Daisy Brand, Food Physics, Carollo Engineering, National Renewable Energy Laboratory (NREL), Idaho National Laboratory (INL), and the BSU FDIC.

Table 2. Summary of internships and jobs for students who have worked with the FDIC.

Internships/Jobs	YR1 (2-4)	YR2 (5-10)	YR3 (10-20)
Internships	6	5	5
Jobs	2	0	3

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.

Table 3 provides a summary of student, staff, and faculty participation in the FDIC. The students work with the FDIC faculty in independent research through Vertically Integrated Project (VIP) courses in Food Systems and Plasma Medicine and Agriculture. The staff are postdoctoral researchers and research technicians working with FDIC faculty. The faculty are FDIC team members and the expanded network of professors that collaborate on extramural grant activity or industry engagement through FDIC-sponsored projects.

Table 3. Summary of participant engagement with the FDIC.

FDIC Student Training	YR1 (3-5)	YR2 (5-10)	YR3 (5-10)
Undergraduate Students	25	40	23
Graduate Students	6	11	17
Staff	6	6	7
Faculty	5	16	12

Table 4 provides a summary of students, their degree program, and a brief description of their project activity associated with the FDIC. The student academic program has been provided to demonstrate the interdisciplinary nature of work happening in the FDIC.

Table 4. Brief description of student effort associated with the FDIC.

Student (Graduate*)	Title/Position	Project/Topic
Mark Skinner*	MSMSE PhD	PEF in potato chip processing
Alyssa Hendricks	CHEM BS	PEF in potato chip processing
Tauras Rimkus	CHEM BS	PEF in potato chip processing
Rianat Lukman*	CHEM MS	Dairy protein analysis by NIR and HPLC
Matt Lorentz*	CHEM MS	PEF treatment of grapes to make wine better
Kylie Johnson*	CHEM MS	Separations Technologies that Enable Production and Use of High-Value Biomass Streams from Agricultural and Food Processing Wastes
Alder Escobar	CHEM BS	PEF treatment of grapes to make wine better
Mia Rheede*	BMOL PhD	Bioactive ingredient degradation in ready-to-mix drinks and protein bars
Amber Hawley*	CHEM BS/MS	PEF treatment of grapes to make wine better; PEF algae
Morgan Fong*	CHEM BS/MS	PEF in potato chip processing; Dairy byproduct utilization
Anna Shuey*	BMOL PhD	Investigating Bioactive Alkaloids in Kratom
Jordan Hoover	BIOL BS	Investigating Bioactive Alkaloids in Kratom
Delaney Odell	CHEM BS	Investigating Bioactive Alkaloids in Kratom
Christopher Orizaba	CHEM BS	Investigating Bioactive Alkaloids in Kratom
McKenzi Riggs	CHEM BS	Investigating Bioactive Alkaloids in Kratom
Gracie Garringer	CHEM BS	Cold atmospheric-pressure plasma array for inactivation of plant pathogens
Sarah Knowlton	CHEM BS	Gas mix impact on ROS generation by cold atmospheric-pressure plasma discharge
Mason Feerar	BIOL BS	Cold atm.-pressure plasma array for inactivation of plant pathogens
Jocelyn Stephens	CHEM BS	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Krystal Sosa*	BMOL PhD	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Kaden Falkner	CHEM BS	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Hassan Mohammed	CHEM BS	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Sumona Islam*	ECE MS	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Gretchen Kunz*	BMOL PhD	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Matthew Ostapovich	BIOL BS	Use of cold atmospheric-pressure plasma array for inactivation of plant pathogens
Stephanie Rood*	BIOL MS	Gas mix impact on ROS generation by cold atmospheric-pressure plasma discharge
Konnor Sjullie	BIOL BS	Cold atmospheric-pressure plasma devices for inactivation of foodborne pathogens
Dalton Miller*	CHEM MS	Biofilm experiments in Medicine; Gas mix impact on ROS generation by cold atmospheric-pressure plasma discharge; Cold atmospheric-pressure plasma inactivation of bacterial biofilms in porcine wound models
Cale Thorton*	CHEM MS	In cell NMR, analysis of metabolites
Joseph Collins*	BMOL PhD	Whey protein isolation, structure evaluation and degradation monitoring
Madison Dirks*	BMOL PhD	GMP bioactivity assessment
Elizabeth Ryan*	BMOL PhD	PEF to improve whey protein spray dry efficiency and powder quality
Habeeb Babatunde*	CS PhD	Chemometric software development for real time monitoring of casein protein throughout a processing facility

Jamison Rawley		Food Systems (VIP)
Braydn Fielding	CHEM BS	Food Systems (VIP)
Logan Mallory	BIOL BS	Food Systems (VIP)
Logan Maynaugh		Food Systems (VIP)
Ajay Atkinson	CHEM BS	Food Systems (VIP)
Tessa Sprague	CHEM BS	Plasma Science (VIP)
Maggie Shirazi	BIOL BS	Plasma Science (VIP)

Table 5 provides a summary of publications and patents associated with the FDIC activity. In FY24, we proposed to publish 5-10 papers/patents and have published 5 papers and one provisional patent.

Table 5. Summary of publication and patent activity associated with the FDIC.

Patents & Publications	YR1 (6)	YR2 (10)	YR3 (5-10)
Publications	6	4	5
Patents	0	0	1

Section 5 : Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion.

The long-term sustainability plan for the FDIC will be dependent on grant support and industry engagement. Our team will continue to submit proposals under topics of advanced manufacturing or center programs that build capabilities for support staff and academic programs to leverage sustainable operations along with the CHIPS and Science Act, Schmidt Foundation Virtual Institute for Feedstocks of the Future, and the Department of Energy Cross-Sector Technologies. We will adopt (1) a recharge center model to include infrastructure for industry to supplement financing for the center, (2) industry funds “facility use agreement” for their people to come in to use the center equipment, and/or (3) industry directly funds research. We will incentivize start-up companies to utilize FDIC facilities to develop IP to promote economic development.

A grant proposal titled “Detection of Bacteria Biofilm at Dairy Processing Facilities using Radio Frequency Waves” on biofilm detection using RF method was submitted to USDA NIFA. The total cost of the proposed project was $298,056. Most of the comments were positive. The proposal was rejected for further improvement. Based on the comments of the reviewers, the proposal is being updated and will be resubmitted. Simulation results were published in Intern. Conf. on Plasma Science 2023 (Detection of Biofilm Formation at Dairy Facilities Using Microwave," 2023 IEEE ICOPS, Santa Fe, NM, USA, 2023, pp. 1-1) and in a journal paper (“Simulation of a Radio-Frequency Wave Based Bacterial Biofilm Detection Method in Dairy Processing Facilities”, Appl. Sci. 2024, 14(11), 4342).

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project. The expenditure report does not count toward the page limit. A written summary of budget expenditures should be provided in section 2 of this report.

FINANCIAL REPORT

Award: 3742016 **Start Date:** 7/1/2023
Project: 2000002890 **End Date:** 6/30/2024

Project Budget	Budget	Expended	Encumbered	Remaining
Salary	$181,948.58	$181,948.58		$0.00
Fringe	$63,278.03	$63,278.03		$0.00
Other Expense	$68,820.09	$68,820.09		$0.00
Travel	$7,061.09	$7,061.09		$0.00
Capital	$378,892.21	$378,892.21		$0.00
Student Costs				$0.00
Total	***$700,000.00***	***$700,000.00***	***$0.00***	***$0.00***

IGEM Grant Report

☐ Progress (due Jan. 1) ☑ Annual (due Jul. 31) ☐ (due Aug. 31)

IGEM Grant #23-001 Principal Investigator – Prof. Michael Haney

Submission Date – 2024.07.31 Primary Institution – University of Idaho

Library of Reconfigurable Immersive Attack and Defend Scenarios for Cybersecurity Research and Workforce Development

Section 1: Summary of project accomplishments and upcoming plans.

- Continuing to build and expand the Reconfigurable Attack-Defend Instructional Computing Laboratory (RADICL) at the University Place campus in Idaho Falls. This novel, immersive environment is integrating physical processes, full-scale enterprise IT systems, and Internet-scale cyber-attacks on-demand to offer researchers, students, and trainees a controlled live-fire environment like no other currently available. The laboratory will be a hybrid virtual and physical environment allowing access from across the state through the Idaho Cyber Range.
- Worked with Idaho Congressman Mike Simpson to submit a NIST Community Project that will expand the laboratory capabilities initially foreseen in this (HERC-funded grant).
- Continued efforts, including two initial workshop meetings, have resulted in further discussions with industry partners and new partners at area K-12 schools. We are forming a more formal partnership in eastern Idaho to expand access to cyber-physical systems and cybersecurity training using our immersive and engaging environment.
- Development began of the laboratory focused on power system communication and control systems. We have expanded our relationships with industry partners, including Schweitzer Engineering Laboratories, Westinghouse (now WESCO), Datacast Technologies, and Edge Velocity to begin integrating their technologies into the laboratory. This includes significant donations from the vendors to complement Idaho's investments through the HERC IGEM program. We have also used matching funds provided by the university to procure the real-time digital grid simulator and have begun initializing it.
- Delivered a report to the U.S. House of Representatives regarding the cybersecurity of the electric distribution system to be made public in the coming months.
- Continuing to use RADICL spaces and equipment to train college students, active professionals, and high school students and teachers in an immersive research environment.
- Hosted two regional workforce and collaboration workshops with stakeholders in October and April under the UI Level II Intermountain Center for the Cybersecurity of Critical Infrastructure (IC3I) Attendees included representatives from INL, ISU Curtis Wright, City of Idaho Falls, and local industry.

Plans for the upcoming reporting period include a first new graduate research course developed in this environment offered Spring of 2024, and plans for teacher training and K-12 school visits with our mobile lab components.

Publications

(1) McBride, S. (2024). ”Curricular Guidance: Industrial Cybersecurity Knowledge.” 125 pp. Joint publication of: United States Department of Energy, International Society of Automation Global Cybersecurity Alliance, Idaho State University, Idaho National Laboratory. isagca.org/hubfs/2023 ISA Website Redesigns/ISAGCA/PDFs/Industrial Cybersecurity Knowledge FINAL.pdf

Proposals submitted

(1) R. A. Borrelli (PI), Michael Haney (co-PI) - University of Idaho, Thomas A. Ulrich (co-PI) - Idaho National Laboratory. Nuclear Power Plant Cyber-Risk Assessment with Real-Time Reactor Operations. NEUP 25-34477. Preproposal. $1,000,000. 2025.08.01 - 2027.07.31.

(2) Sean McBride (PI) - Idaho State University, Dakota Roberson (co-PI), R. A. Borrelli (co-PI), Constantinos Kolias (co-PI) - University of Idaho. Industrial Cyber Security Research and Training Laboratory. National Institute of Standards and Technology. $2,875,000. 2024.08.01 - 2026.07.31. [*noncompetitive*]

Section 2: High-level summary of budget expenditures for the period just completed.

- Funding of $700,000 for FY24 is split between UI and ISU co-PIs to manage ($300,000 subaward to ISU, $400,000 allocated to UI.)
- During this grant reporting period the focus has been on continued acquisition of equipment, materials, and supplies having expended $481,382.89 between UI and ISU.
  - Private cloud computing: server and networking equipment and infrastructure
  - Cyber Shooting Gallery: ”gadget” components
  - Operations Technology training modules for advanced manufacturing
  - Information Technology training workstations
- At the end of the 2024 fiscal year, we had $218,617.11 between UI and ISU that remained unencumbered and was approved by the council for a 9-month no-cost extension (NCE). This approved NCE will allow Drs. Borrelli, Roberson, and Kolias to fabricate the Balance of Plant: Heat Tank Loop System in the most cost-effective manner.
- We will continue to support, as requested, two graduate students in the place of the post-doctoral position.

Facilities, materials, and equipment under this grant specifically fall under one of several categories. In order to support the backbone of our cyberspace environment, we have created a private cloud environment that will support the reconfigurable virtual spaces for cybersecurity and energy research and training. We have now doubled the computing capacity of our private cloud environment from the previous year’s acquisitions. We have also expanded our networking capacity and are continuing the work in progress to connect all of the associated lab spaces in the Center for Higher Education building in Idaho Falls. Combined, the current spending to date on our private cloud computing environment is over $300,000.

We have also grown the footprint of the Cyber Shooting Gallery. This environment consists of 6 working and 3 in production target platforms of small-scale cyber-physical systems for students to design, attack, defend, and reconfigure. We have engaged students across our campuses and with a local high school, designing and offering a new course to attract and facilitate more students, all to help us brainstorm and then create the different platforms.

The balance of our expenditures to date are on budget and in accordance with the HERC IGEM requirements and the University of Idaho Office of Sponsored Programs.

Idaho State University

- Procured robotic module to Advanced Manufacturing Trainer and installed it in Idaho Falls.
- Student workers tested functionality of Advanced Manufacturing Trainer.
- Student workers designed red vs. blue attack defend activity involving Raspberry pi Platform. Platform has been used when giving perspective cybersecurity students a tour of ISU's cybersecurity programs. This low-cost kit and activity can be used in middle and high schools as an interest ignition exercise.
- Student workers began design of a hands-on industrial network security proficiency assessment. This included initial description of test objectives, creation of optimal network diagram, description of which equipment was to be virtual vs physical, identification of software to be used on each piece of equipment. This process was informed by input from an industrial cybersecurity network segmentation subject matter expert with experience at Phillips66, Idaho National Laboratory, and the Transportation Security Agency.
- Faculty and student workers designed a motor-control addition for the PLC programming stations procured by this project in the 2022-23 window. They build out an initial proof of concept that they will expand to all 20 trainers in the 2024-25 window.

University of Idaho

The major equipment acquisition for this first year of grant funding was for the RTDS Technologies real-time data simulator for electric grid operations research. This purchase was made possible by $76,000 from this grant matched by funds from other sources. Additional equipment made available through partnership with Schweitzer Engineering Labs has helped enhance the complexity and realism of simulations for cybersecurity research. As part of this, the Western Services Corporation (WSC) nuclear reactor simulator is in process of integration into this system. WSC is used for a wide range of power systems and cybersecurity research. This integration will enhance capabilities in these fields considerably.

Section 3: Demonstration of economic development/impact.

During this funding period in order to support the sustainability of these and related efforts in the years ahead, the University of Idaho College of Engineering created the Level II Intermountain Center for the Cybersecurity of Critical Infrastructure (IC3I) with Prof. Haney as director. The development, and technology commercialization in support of the cybersecurity of our regional critical infrastructure's cyber-physical systems. We believe these grant efforts are core to the establishment of the IC3I and that the IC3I is core to the direct economic impact of these efforts across our region.

Further, the co-PIs of this grant are involved in the ongoing development efforts of the Idaho Cyber Range to make the Idaho Falls-based laboratories and equipment interoperable with research laboratories and training facilities across the state, including at the INL Cybercore Integration Center. Additionally, we are now working with Montana State University on the development of training and education curriculum for hands-on cyber-physical systems security.

Under the aegis of the Intermountain Center for the Cybersecurity of Critical Infrastructure, a kickoff meeting was held in October 2023 at Smokin Fins in Idaho Falls. Representatives from University of Idaho, Idaho State University, Idaho National Laboratory, College of Eastern Idaho,

Regional Economic Development for Eastern Idaho (REDI), and other local industry were in attendance. Discussion focused on mission and vision of the IC3I, and strategic directions for East Idaho cybersecurity efforts built around educational partnerships, research, workforce development, and economic priorities.

Dr. Sean McBride chairs the Regional Economic Development for Eastern Idaho (REDI) Initiative Cybersecurity Group. In April 2024, the Group held a meeting at the Melaleuca Event Center in Idaho Falls. The meeting was attended by representatives from Idaho State University, University of Idaho, College of Eastern Idaho, and Boise State University. Senator James Risch sent a staff member. Several area high schools, including Madison, Idaho Falls Tech Center, and Rigby sent instructors. Consensus was that the group should approach the state to organize resources to support cybersecurity education at the middle and high school levels.

The REDI Cybersecurity Group obtained the Cyber-Idaho.org Website domain, and began working with MOAT.IT, a Pocatello-based information services, and cybersecurity firm to design and host the Website.

We have made a significant impact on the national discussion regarding the cybersecurity of the electric grid, as Dr. Roberson was the lead technical contributor to a report to the U.S. House of Representatives, via DOE CESER, on the subject. He has also participated in high-level meetings on the topic representing INL through his joint appointment at the national level and is working to secure further funding to continue growing these efforts at UI-Idaho Falls.

Section 4: Number of faculty and student participants as a result of funding, with a brief description efforts.

- 2 Master's students directly funded during FY24
- 1 new student recruited to be directly funded in next reporting period
- 14 additional undergraduate and graduate students directly involved in supporting initial project efforts
- 7 Principal Investigators supported by this grant

This grant effort is by design both multi-disciplined and collaborative. We have set out to create a state-of-the-art research and training facility for advanced cyber-physical systems security. Together, over 20 faculty and students from both UI and ISU have been working together on multiple facets of this grant effort: from selection of components and shopping for available new or refurbished equipment, to designing network architecture and cyber-physical systems platforms, working with vendors and contractors, university procurement, and facilities personnel, installing and configuring software, running wiring and connecting gadgets, building up, tearing down, and building up again the various platforms and elements to support our vision.

Additionally, a mobile, small-scale RADICL laboratory was assembled. It includes 5 – 7 laptops and three mobile cyber-physical systems platforms, currently used for cybersecurity education purposes, with a variety of fundamental exercises for a junior high school to undergraduate level. The mobile RADICL debuted at the University of Idaho Engineering Exposition in Moscow in April 2024.

Section 5: Updated progress on long-term sustainability and description of future expansion.

- Continued submission of state grant proposals as opportunities arise.

- Continued engagement with private industry partners for workforce training needs.

RADICL and related research laboratory and training facilities have enabled education, research, and workforce development in Idaho Falls and will continue to expand through current and planned external funding. We are continuing development of our model for industry engagement and workforce training opportunities. Recently, the co-PIs, led by Dr. R.A. Borrelli, submitted a preproposal to the Nuclear Energy University Program (NEUP) for Nuclear Power Plant (NPP) resiliency under cyberattacks to expand our WSC capabilities and fund students in several disciplines. Additional grant proposals are in development by the research team as these opportunities arise.

We have begun to organize an advisory group to expand on the engagement we have with our community and industry partners across the region. With the development of our multiple spaces, our private cloud computing environment, our shooting gallery, and the data created and collected for running multiple reconfigurable cyber wargame scenarios, we expect to engage and train a wide variety of industry professionals in different roles and critical infrastructure industries. This engagement will allow for a revenue stream to sustain our staff, equipment, software licensing and other operating expenses indefinitely.

The model for our Idaho Falls facilities and capabilities centers on our engagement with the community and industry partners here and across the region. With the development of our multiple spaces on campus, our private cloud computing environment, our shooting gallery, and the data created and collected for running multiple reconfigurable cyber wargame scenarios, we expect to engage and train a wide variety of industry professionals in different roles and vertical critical infrastructure industries. And now, with the expanded mobile capabilities, we can bring this environment anywhere we can drive. This industry and school engagement will allow for development of a revenue stream designed not for profit but to sustain our staff, equipment, software licensing and other operating expenses indefinitely. Discussion for commercialization paths is nascent, but on the agenda for the upcoming year.

Section 6: Expenditure Report

University of Idaho

Itemized Expenditures

From 7/1/2023 through 6/30/2024

Grant: UA7231 - ISBOE IGEM HERC: Secure Cyberspace

Index: 855888 - ISBOE IGEM HERC Secure Cyberspace
Fund: 227231 - ISBOE IGEM HERC Secure Cyberspace

Salaries					
E4108 Summer Salary					
		Borrelli, Robert	80	Hours	$5,665.60
		Haney, Michael	120	Hours	$11,205.60
E4109 IA/GA Salary					
		Codling, Heidi	840	Hours	$18,404.40
		Vera, Sebastian	376	Hours	$8,238.16
					$43,513.76
Fringe Benefits					
		E4280 Faculty CFR Benefit Expense			$5,230.07
		E4282 Student CFR Fringe Expense			$666.06
					$5,896.13
Operating Expenses					
E5199 Other Professional Service					
5/31/2024	Q0057313	System Tech., I Install fiber, and interconnect			$3,812.85
E5310 Technology - Services					
11/28/2023	Q0027658	xByte Technolog WAR-SARNWL-3YMFHD-XB			$2,499.00
E5724 Research Supplies					
9/8/2023	Z1061527	Lab Supplies for IGEM HERC Shooting Doc Ref:			$412.50
12/9/2023	Q0029482	Amazon Capital LEGO MINDSTORMS Robot Inventor			$619.95
12/9/2023	Q0029482	Amazon Capital shipping			$7.49
1/4/2024	B1920337	Amazon Capital Services Inc			$0.00
1/8/2024	Q0032607	Amazon Capital 1 in x 30 ft Hook and Loop Roll |			$7.98
1/8/2024	Q0032607	Amazon Capital Gearmo USB to RS-422/485			$23.69
1/8/2024	Q0032607	Amazon Capital Scissors Set of 6-Pack, 8" Scissors All			$9.77
1/8/2024	Q0032607	Amazon Capital USB 3.0 HDMI KVM Switch, 4 Ports			$60.99
1/8/2024	Q0032607	Amazon Capital USB to Serial RS-232 Adapter with			$21.94
1/9/2024	Q0032632	Amazon Capital Cable Matters USB to RJ45 Serial			$67.40
1/9/2024	Q0032632	Amazon Capital Gearmo Pro 5ft. USB to RS-485/422			$24.24
1/18/2024	Q0034068	Amazon Capital ECSiNG 15 Sets PCB DIN C45 Rail			$14.89
1/18/2024	Q0033962	Amazon Capital Prime-Line 9076244 Wing Nuts, Cold-			$29.37
1/19/2024	Q0034154	Amazon Capital VIVO Black Universal TV Stand for 32			$75.60
1/20/2024	Q0034450	Amazon Capital DIN Rail Mount Bracket for Raspberry			$410.16
1/20/2024	Q0034454	Amazon Capital ECSiNG 15 Sets PCB DIN C45 Rail			$44.67
1/20/2024	Q0034450	Amazon Capital VIVO Black Universal TV Stand for 32			$75.60
1/22/2024	Q0034794	Amazon Capital VIVO Black Universal TV Stand for 32			$50.40
1/23/2024	Q0034872	Amazon Capital VIVO Black Universal TV Stand for 32			$50.40
1/29/2024	B1922384	Amazon Capital Services Inc			$0.00

1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
2/2/2024	Q0036529	Amazon Capital Tripp Lite ISOBAR8ULTRA Isobar 8	$476.16
2/3/2024	Q0036560	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/3/2024	Q0036585	Amazon Capital Brother Genuine P-Touch TZE-131	$22.00
2/3/2024	Q0036585	Amazon Capital Cables Direct Online Grey 20ft Cat6	$7.50
2/3/2024	Q0036585	Amazon Capital Coolwell RGB Full-Color LED Matrix	$38.50
2/3/2024	Q0036585	Amazon Capital Logitech K400 Plus Wireless Touch	$72.00
2/3/2024	Q0036585	Amazon Capital NETGEAR 5 Port PoE Gigabit	$699.90
2/3/2024	Q0036585	Amazon Capital PowerBear 4K HDMI Cable 10 ft |	$7.19
2/3/2024	Q0036585	Amazon Capital Seadream High Speed Micro HDMI	$32.36
2/3/2024	Q0036585	Amazon Capital TEKTON Everybit Ratchet	$35.00
2/3/2024	Q0036585	Amazon Capital TEKTON Everybit Tech Rescue Kit	$24.00
2/3/2024	Q0036556	Amazon Capital Tripp Lite ISOBAR8ULTRA Isobar 8	$317.44
2/3/2024	Q0036585	Amazon Capital Tripp Lite Isobar 8 Outlet Surge	$102.99
2/7/2024	B1922939	Amazon Capital Services Inc	$0.00
2/7/2024	B1922939	Amazon Capital Services Inc	$0.00
2/8/2024	B1923125	Amazon Capital Services Inc	$0.00
2/9/2024	Q0036091	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036090	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036089	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036088	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036087	Amazon Capital ASUS ZenScreen Touch Screen	$686.68
2/9/2024	Q0036086	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/10/2024	Q0037899	Amazon Capital DIYables LED Traffic Light Module for	$9.99
2/10/2024	Q0037908	Amazon Capital Rapid Care First Aid 80095 4 Shelf	$139.98
2/10/2024	Q0037896	Amazon Capital StarTech.com Anti-Static Mat - 25" x	$277.80
2/11/2024	Q0037911	Amazon Capital Amazon Basics 48-Pack AA Alkaline	$13.43
2/11/2024	Q0037914	Amazon Capital Arduino Uno REV3 [A000066]	$297.55
2/11/2024	Q0037914	Amazon Capital Assurance Designed Black Grounding	$83.94
2/11/2024	Q0037910	Amazon Capital Chanzon 40pcs 30cm Long Female to	$6.99
2/11/2024	Q0037911	Amazon Capital Klein Tools 32717 Precision	$332.64
2/11/2024	Q0037914	Amazon Capital Raspberry Pi 3 Model B+ Board (3B+)	$49.91
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	Z1070178	CaseCruzer INV#148348 for Dr. Micha Doc Ref:	$2,459.40
2/21/2024	Z1070178	CaseCruzer INV#148349 for Dr. Micha Doc Ref:	$2,398.66
2/21/2024	Q0039406	Pi Shop Inc Full sized breadboard – 830 points	$119.00
2/21/2024	Q0039406	Pi Shop Inc Micro-HDMI to HDMI cable for Pi 4, 3ft,	$99.00
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi 27W USB-C Power Supply	$326.40
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi 3 T-Cobbler Breakout Kit	$179.00
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi 5/8GB	$1,920.00
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi Case for Pi 5 Black/Grey	$400.00
2/21/2024	Q0039406	Pi Shop Inc Shipping	$39.44

2/21/2024	Q0039406	Pi Shop Inc Type-C Power Switch for Raspberry Pi 4	$99.00
2/21/2024	Q0039406	Pi Shop Inc USB Micro SD Card Reader - Black	$59.00
2/21/2024	Q0039406	Pi Shop Inc microSD Card With Raspberry Pi	$299.00
2/22/2024	B1923825	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/15/2024	Q0040872	Amazon Capital Klein Tools MM325 Multimeter, Digital	$419.64
3/15/2024	Q0040872	Amazon Capital OneLeaf 120PCS Cord Organizer 6 ×	$9.53
3/15/2024	Q0040732	Amazon Capital Antrader Breadboard Jumper Wires	$5.49
3/15/2024	Q0040732	Amazon Capital Elastic Band for Sewing, 2 Inch x 12	$7.09
3/15/2024	Q0040732	Amazon Capital GearIT Cat 6 Ethernet Cable 1 ft (24-	$36.61
3/15/2024	Q0040732	Amazon Capital GearIT Cat 6 Ethernet Cable 2 ft (24-	$43.54
3/15/2024	Q0040732	Amazon Capital GearIT Cat 6 Ethernet Cable 3 ft (24-	$46.51
3/15/2024	Q0040732	Amazon Capital Lichamp 10-Pack Colored Electrical	$19.79
3/15/2024	Q0040732	Amazon Capital Screen Cleaner Spray - TV Screen	$9.99
3/15/2024	Q0040732	Amazon Capital Tripp Lite ISOBAR8ULTRA Isobar 8	$83.74
3/15/2024	Q0040579	Amazon Capital MEAN WELL Ultra Slim Step-Shape	$120.70
3/15/2024	Q0040579	Amazon Capital shipping	$3.53
3/18/2024	B1925045	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00

3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/26/2024	Q0045282	Amazon Capital Cherry Stream Keyboard TKL Wired	$319.84
3/26/2024	Q0045250	Amazon Capital Cherry Stream Keyboard TKL Wired	$79.96
3/26/2024	Q0045269	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$92.97
3/26/2024	Q0045250	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$30.99
3/26/2024	Q0045265	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$92.97
3/26/2024	Q0045271	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$92.97
3/27/2024	Q0045306	Amazon Capital LUBAN Led Signal Tower Stack	$19.28
3/28/2024	Q0045649	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
3/28/2024	Q0045650	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
3/30/2024	Q0045987	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
4/4/2024	Z1072456	Bought for research purposes. Inclu Doc Ref:	$128.19
4/4/2024	Z1072456	Sales tax returned. Sales tax had b Doc Ref:	($7.80)
4/4/2024	Z1072456	Supplies for research purposes. Inc Doc Ref:	$9.53
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/22/2024	!0540576	Amazon Capital Services Inc	$0.00
5/12/2024	Q0053568	Amazon Capital Seadream High Speed Micro HDMI	$97.08
6/3/2024	!0544922	Amazon Capital Services Inc	$0.00
6/5/2024	Q0050713	Amazon Capital Seadream High Speed Micro HDMI	$64.72
6/5/2024	Q0050327	Amazon Capital Cuberspeed Moyu rs3m Maglev 2021	$109.80
6/5/2024	Q0050338	Amazon Capital ELOOGAA 120Pcs 20cm(7.9inch)	$20.94
6/5/2024	Q0050231	Amazon Capital CanaKit 3.5A Raspberry Pi 4 Power	$79.92
6/5/2024	Q0050231	Amazon Capital DARKROCK 3-Pack 120mm Black	$8.99
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
			$28,793.05

$5K or > Capital Outlay

E6499 >5K Computer Equipment Other

11/21/2023	Q0027202	xByte Technolog Dell PowerEdge T630 Server	$10,602.00
11/21/2023	Q0027202	xByte Technolog Shipping	$235.00
11/27/2023	Q0027604	CDW Computer Ce DELL CTO PE MX750C 2X6334	$12,998.26
11/30/2023	Q0028033	xByte Technolog Dell PowerEdge M640 Blade Server	$20,890.00
11/30/2023	Q0028033	xByte Technolog Shipping	$350.00
12/6/2023	B1919190	xByte Technologies Inc	$0.00
12/6/2023	B1919190	xByte Technologies Inc	$0.00
12/7/2023	B1919282	xByte Technologies Inc	$0.00
12/7/2023	B1919282	xByte Technologies Inc	$0.00
12/8/2023	Q0029475	CDW Computer Ce DELL CTO PE MX750C 2X6334	$25,996.52
12/11/2023	Q0029523	CDW Computer Ce DELL CTO 10GB PASS THROUGH	$1,046.32
12/11/2023	Q0029523	CDW Computer Ce DELL CTO PE MX750C 2X6334	$12,998.26
1/30/2024	Q0035851	Structured Comm 48PORT EX2300	$11,865.66
2/6/2024	Q0037061	Structured Comm MULTIYEAR CUSTOM CP SUP SVCS	$2,986.04
2/8/2024	B1923200	Structured Communications Systems,	$0.00
2/15/2024	B1923566	Structured Communications Systems,	$0.00

2/20/2024	Q0039274	Structured Comm QFX5120-48Y AIRFLOW IN RED AC	$14,365.95
2/26/2024	Q0040106	Structured Comm MULTIYEAR CUSTOM CP SUP SVCS	$5,933.09
3/4/2024	B1924419	Structured Communications Systems,	$0.00
3/7/2024	B1924697	Structured Communications Systems,	$0.00
			$120,267.10

< $5K Non-Capital Outlay

E7830 <5K Computer Equipment Other

11/20/2023	Q0027117	Dell, Inc. Special Pricing_Mobile Precision3580 -	$34,999.80
11/30/2023	B1918622	Dell, Inc.	$0.00

E7860 <5K Educational Equipment

3/12/2024	Z1071229	Walkata.com. Purchase of (1) Convey Doc Ref:	$570.00
4/10/2024	Z1072838	Bambulab.com Purchase of (1) Bambu Doc Ref:	$984.00

E7951 <5K Office Furniture

8/4/2023	Q0013763	W.W. Grainger I TK87870814T Computer Cart All	$660.99
8/23/2023	B1912991	W.W. Grainger Inc.	$0.00
9/2/2023	Q0018164	VWR Scientific CPU-HOLDER, FOOT MOUNTED	$448.96
9/2/2023	Q0018164	VWR Scientific ROLL HOLDER	$129.41
9/2/2023	Q0018164	VWR Scientific VWR 30 X 60 MANUAL LAMINATE	$4,638.64
9/2/2023	Q0018164	VWR Scientific VWR 30X60	$1,776.41
9/2/2023	Q0018164	VWR Scientific VWR 30X60	$4,325.56
9/2/2023	Q0018164	VWR Scientific VWR 30X72	$7,841.08
9/2/2023	Q0018164	VWR Scientific VWR 60IN BIN RAIL	$178.62
9/2/2023	Q0018164	VWR Scientific VWR 72IN BIN RAIL	$359.64
9/2/2023	Q0018164	VWR Scientific VWR BOTTLE HOLDER	$57.03
9/2/2023	Q0018164	VWR Scientific VWR EQUIPMENT HOLDER - BAR	$870.24
9/2/2023	Q0018164	VWR Scientific VWR LIGHT LED 22.44 IN IP50 SKIRT	$669.40
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
10/4/2023	Q0021080	VWR Scientific EQUIPMENT HOLDER - BAR MOUNT	$580.16
10/4/2023	Q0021080	VWR Scientific VWR EQUIPMENT HOLDER - BAR	$580.16
10/23/2023	!0521817	VWR Scientific Products Corp.	$0.00
10/23/2023	!0521817	VWR Scientific Products Corp.	$0.00
10/25/2023	Q0023671	Workspace Devel Think; Chair, 3D knitColor Scheme:	$5,721.94
10/30/2023	!0522620	Workspace Development LLC	$0.00
			$65,392.04

Trustee/Benefits

E7140 Tuition and Fees - Grad Assistants

8/22/2023	J1339578	AWA3 for V01263740	$35.00
8/22/2023	J1339578	G1GC for V01263740	$866.00
8/22/2023	J1339578	SHI1 for V01263740	$1,080.00
8/22/2023	J1339578	T1GC for V01263740	$4,408.00
1/24/2024	J1348081	FFD2 for V01263740	$35.00
1/24/2024	J1348081	G2GC for V01263740	$866.00

1/24/2024	J1348240	G2GD for V00950449	$866.00
1/24/2024	J1348081	MG2T for V01263740	$105.00
1/24/2024	J1348240	SHI2 for V00950449	$1,080.00
1/24/2024	J1348081	SHI2 for V01263740	$1,080.00
1/24/2024	J1348081	T2GC for V01263740	$4,408.00
1/24/2024	J1348240	T2GD for V00950449	$4,408.00
2/27/2024	J1350098	FFD2 for V00950449	$35.00
5/24/2024	J1354661	G3HC for V01263740	$288.00
5/24/2024	J1354661	KCP3 for V01263740	$105.00
5/24/2024	J1354661	T3HC for V01263740	$1,470.00
			$21,135.00
		Totals for 227231	$284,997.08

Index: 855887 - ISBOE IGEM HERC Secure Cyber. SUB1
Fund: 227287 - ISBOE IGEM HERC Cyberspace-ISU Sub

Subcontracts

ES001 Subaward 1 Expenses

5/9/2024	Q0053233	Idaho State Uni Award UA7231-855887: Period	$1,000.52
5/9/2024	Q0053234	Idaho State Uni Award UA7231-855887: Period	$12,165.44
5/9/2024	Q0053232	Idaho State Uni Award UA7231-855887: Period	$745.45
5/23/2024	Q0055838	Idaho State Uni Award UA7231-855887: Period	$4,384.40
6/30/2024	Q0064609	Idaho State Uni Award UA7231-855887: Period	$178,090.00
			$196,385.81
		Totals for 227287	$196,385.81
		Totals for UA7231	$481,382.89

BOISE STATE UNIVERSITY

SUBJECT
Annual Progress Report

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

BACKGROUND/DISCUSSION
This submission fulfills the Board's requirement to provide an annual progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

Since our last annual report, we have continued to achieve incredible outcomes, including record-breaking success in student retention and graduation, in Idaho student enrollment, research funding, and in philanthropic investment. The attached report provides details of this work alongside other achievements and metrics.

IMPACT
Boise State University's strategic plan drives the university's planning, programming, budgeting and assessment cycles and is the basis for the institution's annual budget requests and performance measure reports.

ATTACHMENTS
Attachment 1 – Boise State University Annual Progress Report

BOARD ACTION
This item is for informational purposes only.

LEADING NATIONALLY IN INNOVATION

ANNUAL REPORT | 2025

BOISE STATE UNIVERSITY

LEADING NATIONALLY IN INNOVATION

Guided by our strategic plan, Blueprint for Success, we continue to achieve remarkable results around student access and success, research, community engagement and more. We are using clearly defined metrics to measure our progress and to evolve our tactics to achieve the best outcomes.

We have set new records in student success and graduation rates, research awards and philanthropic investment in the university. It remains a goal of mine that no Idaho student will have unmet financial need at Boise State, and we have raised tens of millions of dollars in new endowed scholarships toward this goal.

We continue to strategize and innovate with incredibly impressive efficiency around academic programs, achieving financial stregth and stability, and meeting student and workforce needs.

I am so proud of the work and accomplishments of our students, faculty, staff and leaders, presented here in our annual progress report.

All the best,

Dr. Marlene Tromp, President

4	Strategic Plan Implementation
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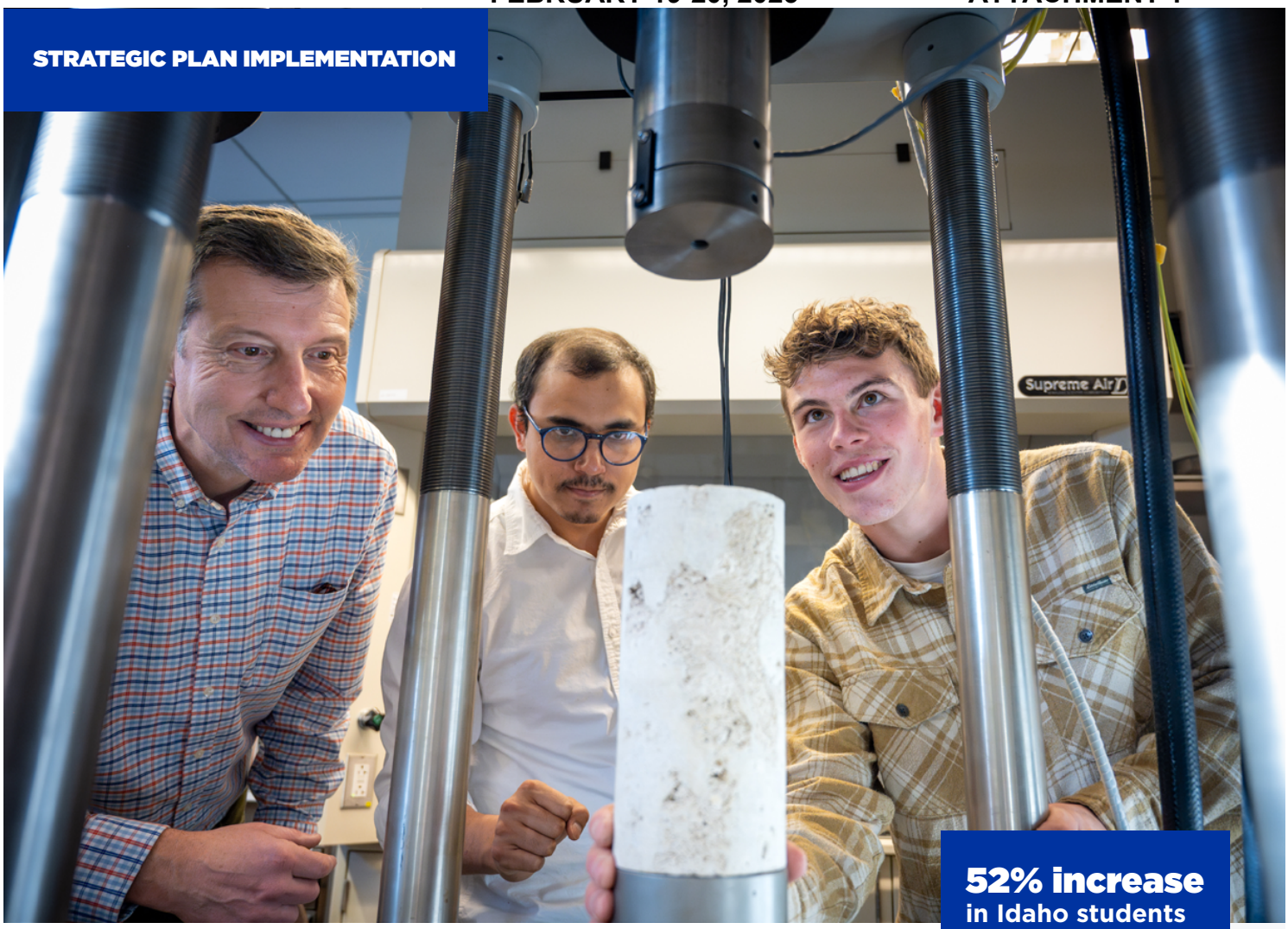
35	Facilities
36	Appendix - Program Prioritization Process

MISSION: Boise State University provides an innovative, transformative and equitable educational environment that prepares students for success and advances Idaho and the world.

VISION: To be a premier student-success driven research university innovating for statewide and global impact. The trailblazing, innovative character that has always defined Boise State will help us foster student success, advance Idaho and Idahoans, and strengthen our culture of innovation and impact.

STRATEGIC PLAN IMPLEMENTATION



52% increase
in Idaho students

Goal #1: Improve Educational Access and Student Success.

Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

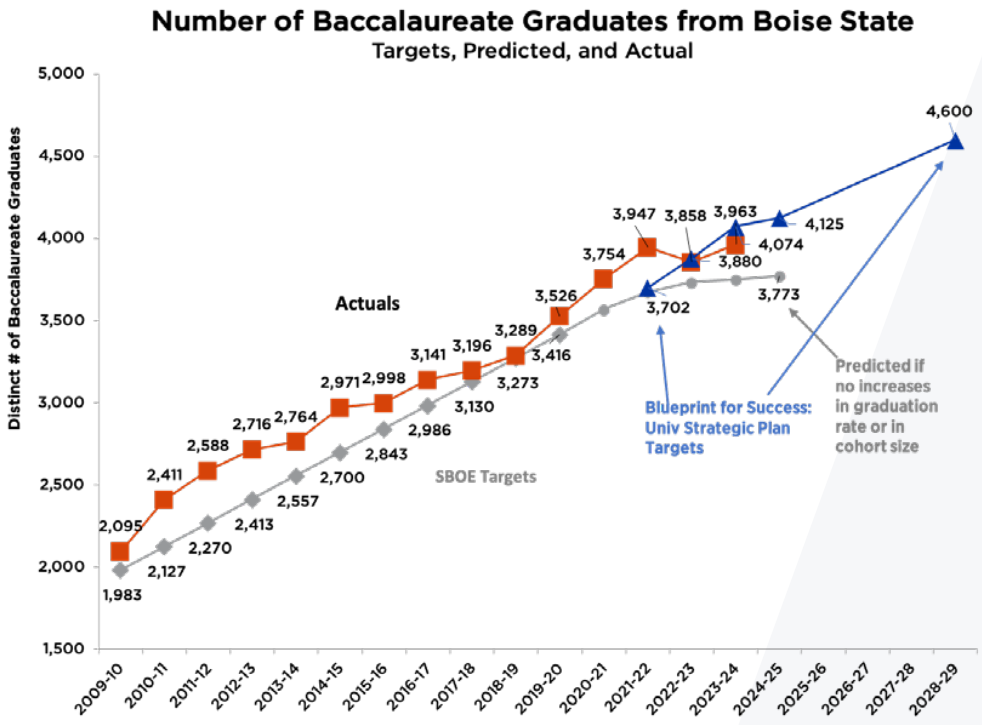
We are very proud to have played a significant role in increasing the college attainment rate for Idaho. **Boise State confers more than half of all baccalaureate degrees from public institutions in Idaho and we have dramatically increased the percentage of Idahoans that we serve in the last two years**, growing our population of new Idaho students by 52% over the last five years.

Education not only **provides Idahoans the opportunity to develop the talents and skills necessary for employment**, but it can also transform the economic mobility and life satisfaction of students and their families. Students from all backgrounds must have access to and support for a college education to develop those skills and talents, develop their full potential and give back to our great state.

Education also **increases the size and competence of the state's workforce**, as captured in the "educational attainment goal" (Goal #3) of the Board's K-20 Public Education Strategic Plan, FY 2023-2028. Increasing the rate of college attainment in all groups, especially those populations presently underrepresented in college, is the most effective way to increase the size and competence of the workforce and achieve the SBOE's educational attainment goal.

OVERALL PROGRESS

The number of **baccalaureate graduates** from Boise State has increased markedly over time. As illustrated in the chart at right, **Boise State has exceeded our targets nearly every year**, starting with the targets put forth by the SBOE in August 2010 and continuing through the targets in the Blueprint for Success. With 3,963 distinct baccalaureate graduates in 2023-24, Boise State continues to lead the way in contributing to a vibrant workforce.

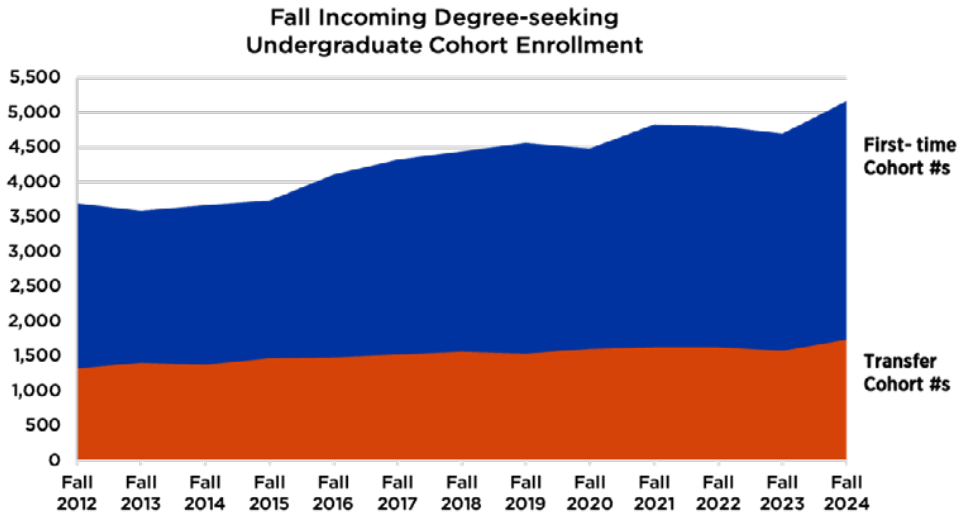


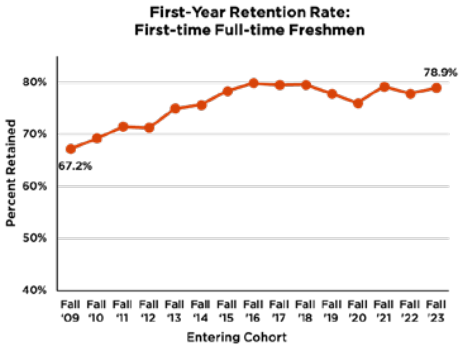
The increases we have seen in baccalaureate graduates have been, in large part, a result of **substantial increases in Boise State's retention and graduation rates**, as well as the number of students who enter the university, as shown.

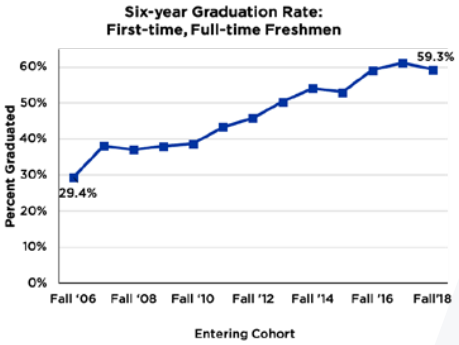
After experiencing dips in first-to-second-year retention rates for the fall 2019 and fall 2020 first-time, full-time (COVID) cohort, university retention rates have rebounded and stabilized. The retention rate for the fall 2023 first-time full-time cohort was 78.9%. Retention of the full-time transfer cohort increased with the fall 2019 cohort and, despite some vacillation, remains strong at 75.9%.

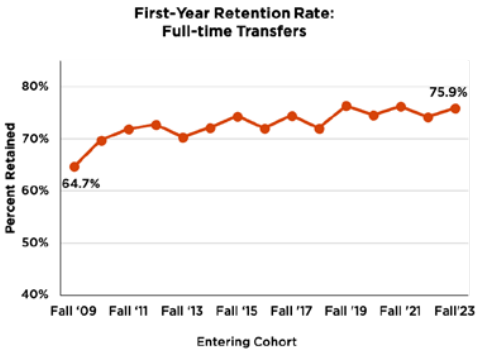
Boise State has continued its momentum in the six-year graduation rate with unprecedented growth over the last dozen years. The six-year graduation rate for the **first-time full-time freshmen** went from 29% for the fall 2006 cohort to **59.3%** for the fall 2018 cohort, or a 30-point increase. The four-year graduation rate for full-time **transfer students** reached an all-time high **rate of 63.4%** for the fall 2020 cohort, which is a 27-point increase over the fall 2008 cohort.

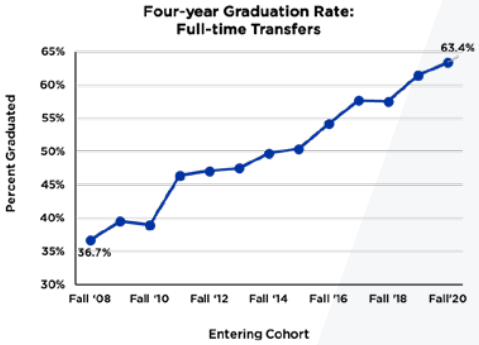
These incredible outcomes earned us **two national awards** in the 2023-24 academic year for student retention and success.



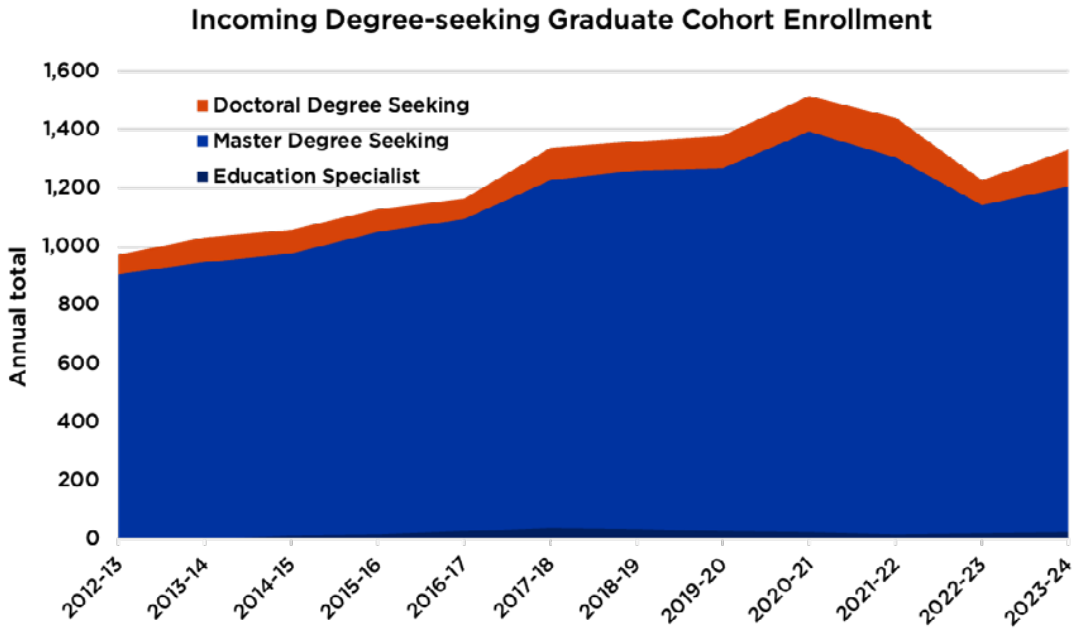




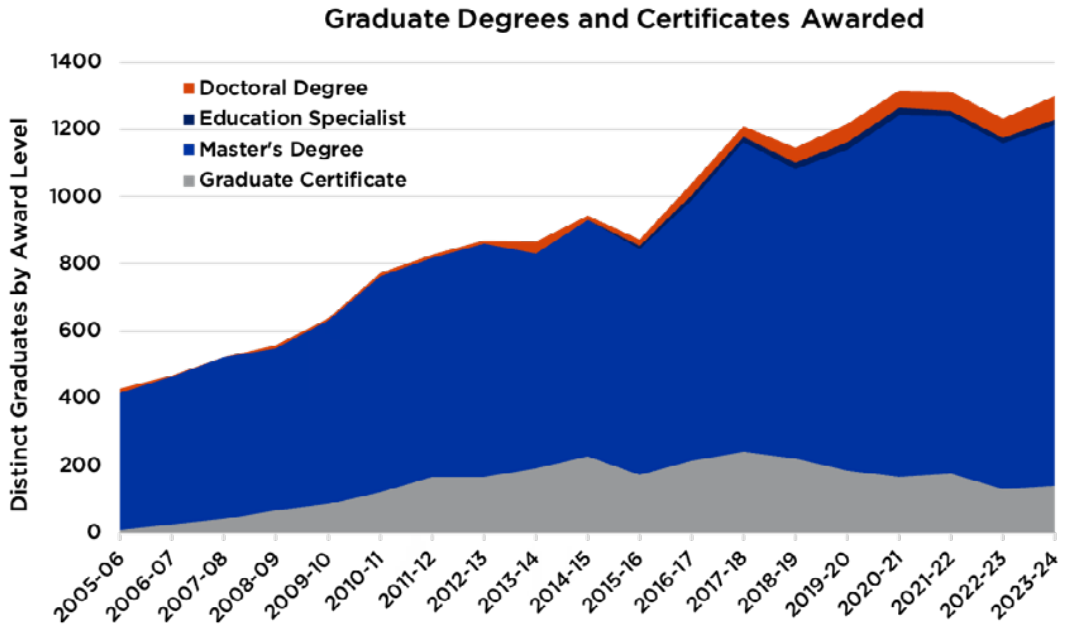




Graduate-level programs are also an important aspect of serving Idaho and Idahoans, and Boise State continues to develop new programs to serve the state. Industry, for example, has called upon Boise State to play a key role in American competitiveness and the success our nation seeks to achieve with its significant investment in the semiconductor industry. They have called upon us to grow our STEM programming at the graduate and undergraduate levels.



The number of students graduating from **graduate degree and certificate programs** has maintained its upward trend with an **increase of 49%** over the last 10 years.



Success rates in our graduate degree programs continue to remain strong. The most recent one-year success rates (percent retained or graduated) were 85% for entering master's degree students and 88% for entering doctoral degree students.

Strategic Enrollment and Retention Plan

Engaging the university community in building a relationship-rich campus culture and creating effective student-centered systems/practice to support access and success so that every student can be successful.

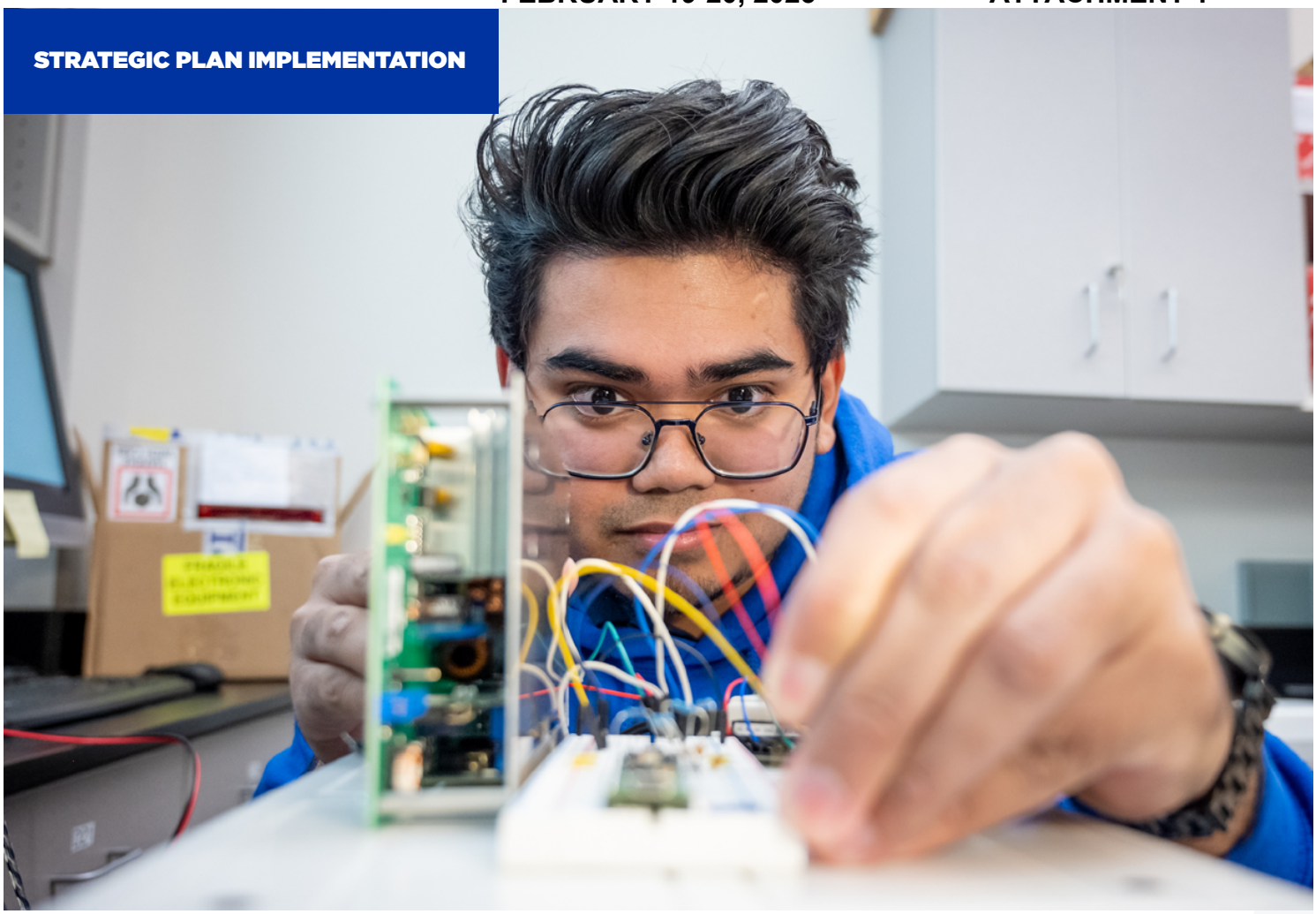
The SERP Initiative, which is both a plan and a process, serves the university's first Blueprint for Success strategic goal: Improve Educational Access and Student Success. As the initiative completes its second year, there are three high-level takeaways from this year's work.

1. **We are better serving Idaho.** We have made significant progress towards our access goals, which means the makeup of our incoming students better reflects that of our service region. Thus, we are increasing opportunities for Idaho students who want to earn a college degree. But access is only the first step; and increased access means increased importance of the work needed to retain these students to graduation. We are also working to strengthen our ability to **track our success by developing leading indicators**. We are also broadening our focus to include transfer students, and are developing strategies to serve this important group in our student body.

2. **We are smoothing the path.** A significant theme in the SERP strategies is to make it easier for students to access and navigate our systems and processes; we are moving strategies forward to this end. From improvements to the **Major Finder tool**, which helps students and prospective students find an area of study that matches their interest and career goals, to the Experiential Learning Network, which seeks to make it easy for any student to be engaged with transformational experiential learning, the SERP is full of examples of work being done across the university to make the path to a degree smoother for our students. There is more work to do. Too many capable students hit a snag in a first-year course to meet academic expectations, or need help navigating financial planning and do not find their way to the support they need. At every level of the university, we can identify ways to make our systems, both in and out of the classroom, easier to navigate and help students who need them find the resources that will help them be successful, especially for students who experience more barriers to their success.

3. **We are creating a relationship-rich environment.** A key lever in achieving the goals of the SERP is to help students feel like they belong at Boise State. As we learned at this year's SERP Summit, research shows that students who are connected — to other students and to faculty and staff — are more likely to persist and earn a degree. Additionally the students identified in the SERP tend to experience more barriers and frequently have fewer connections. From efforts to better understand patterns of student involvement, to work that supports students' First Year Experience, the SERP seeks to influence our campus culture to be more relationship-rich. Across the university, everyone who interacts with students or creates environments for students to connect with each other has a role to play. From forming deep connections with students to being a "mentor of the moment," these interactions help students feel seen and understood and increase the likelihood that they have the support they need to navigate the inevitable bumps in the road to their success.

STRATEGIC PLAN IMPLEMENTATION



Goal #2: Innovation for Institutional Impact.

Expand and implement leading-edge innovations to provide access to integrated high-quality teaching, service, research and creative activities.

Boise State has again been recognized as **one of the nation's most innovative universities.** We are building on a campus-wide culture of innovation — developing research that positively impacts lives, structures that transcend disciplines so researchers and students can collaborate on complex problems, and spaces and programs specifically devoted to innovation. This strategic goal recognizes our focus on innovation and seeks to expand and grow it in every aspect of what we do.

NEW ACADEMIC PROGRAMS

Boise State continues to expand its curricular offerings in targeted areas driven by an **analysis of student, industry and community demand.** We continue to innovate with new research related to enhancing student learning and positively impacting our state and nation.

Our diverse offering of new programs is designed to meet the **labor force demands** within Idaho and nationally. The programs fill shortages in healthcare, respond to needs expressed by community leaders, and upskill Idaho's workforce, which allows the Idaho economy and its communities to thrive.

NEW DEGREE-LEVEL PROGRAMS

Bachelor of Arts in Digital Innovation and Design (hybrid) - Fall 2024
Bachelor of Arts in Public Service Leadership - Fall 2024
Bachelor of Applied Science in Public Service Leadership - Fall 2024
Bachelor of Science in Exercise, Physical Activity, and Sport - Fall 2024
Bachelor of Science in Health Data Analytics - Fall 2024
Bachelor of Science in Neuroscience - Fall 2024
Master of Arts in Digital Communications Management - Fall 2024
Doctor of Philosophy in Engineering - Fall 2024

NEW GRADUATE CERTIFICATES

Generative AI in Education - Fall 2024
Organizational Development - Fall 2024

NEW UNDERGRADUATE CERTIFICATES

AI for All - Fall 2024
Applied Emotional Intelligence and Well-being - Fall 2024
Community-Driven Health Solutions - Fall 2024
Dance - Fall 2024
Design Thinking for Professional Purpose and Personal Fulfillment - Fall 2024
Disaster Preparedness and Response - Fall 2024
Early Childhood Program Administration and Leadership - Fall 2024
Evidence-Based Public Health - Fall 2024
Foundations of Public Health Practice - Fall 2024
Generative Language AI - Fall 2024
Health and Human Behavior - Fall 2024
Nonprofit Management (online) - Fall 2024
Semiconductor Materials - Fall 2024

NEW CENTERS AND SCHOOLS

School for the Digital Future - Fall 2024

STRATEGIC PLAN IMPLEMENTATION

Goal #3: Advance Research and Creative Activity.

Advance the research and creative mission of the university community by fostering transformational practices, and supporting faculty, staff and student excellence in these pursuits.

Boise State is **committed to fostering an environment where research and creative activity thrive.** Focus and attention includes providing comprehensive support for faculty during all phases of the research endeavor; facilitating relationships with industry for research and commercialization collaboration; and leading outreach aimed at fostering economic development in Boise and the region.

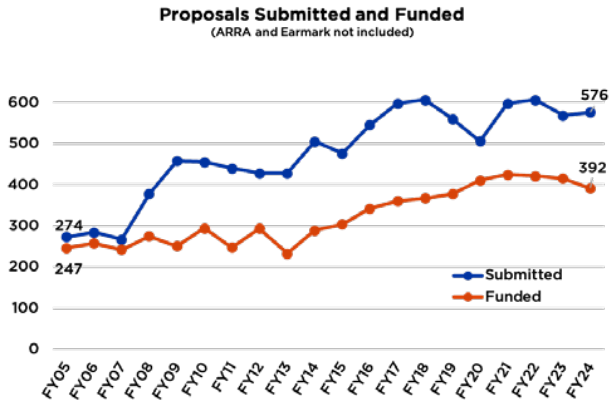
RESEARCH AWARDS

Boise State was awarded

$83.4 million

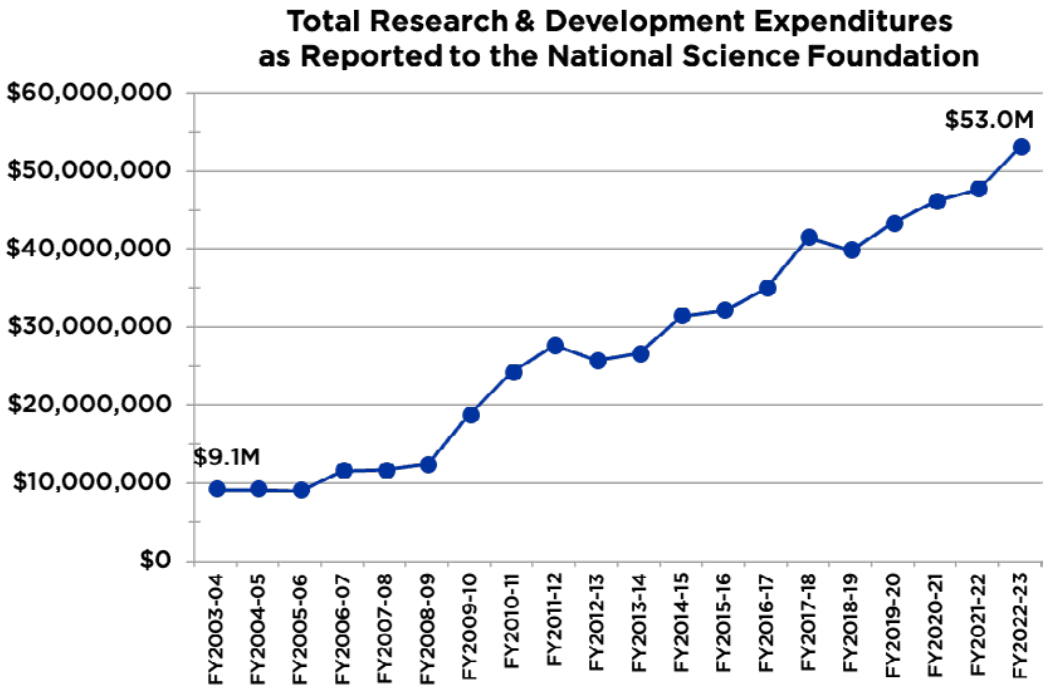
in research awards this past year, a 43% increase over the last five years.

Boise State has fostered a steady increase in research proposal submissions — twice as many as we had 20 years ago — and in the number of globally competitive research awards. The total of proposal submissions has **more than doubled** over the last 20 years.



Even more remarkable is the dramatic increase in research funding dollars awarded to the university. Over the last 20 years, total research and development expenditures have **increased six-fold**, from $9.1 million to $53 million. And despite the challenges presented by COVID-19 to the campus research community in the recent past, total research and development expenditures continued to grow, increasing by 22%, or $9.7 million, from FY20-FY23.

Currently funded work ranges from researching election cybersecurity, to evaluating farmland conversion impacts in the Treasure Valley, to better understanding the earthquake that shook the region in March 2020, to revolutionizing aerospace manufacturing.



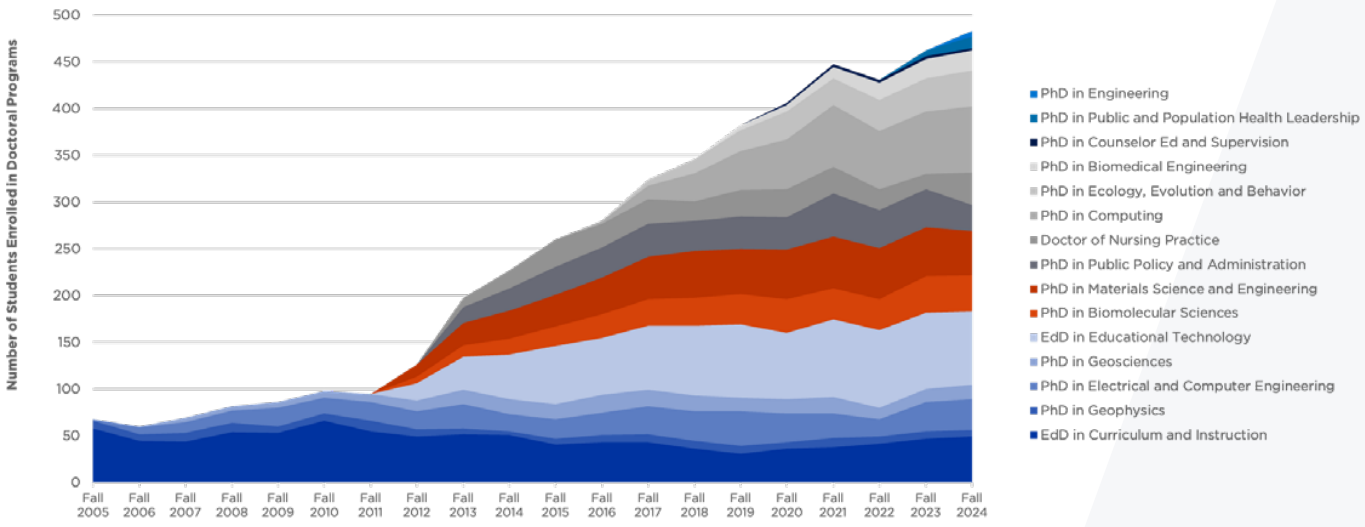
DOCTORAL PROGRAMS

Creating research intensive graduate programs, especially doctoral programs, and recruiting active research faculty to the university have helped advance not only our students, but Boise, the state of Idaho, and, more broadly, the world by fostering discovery and innovation.

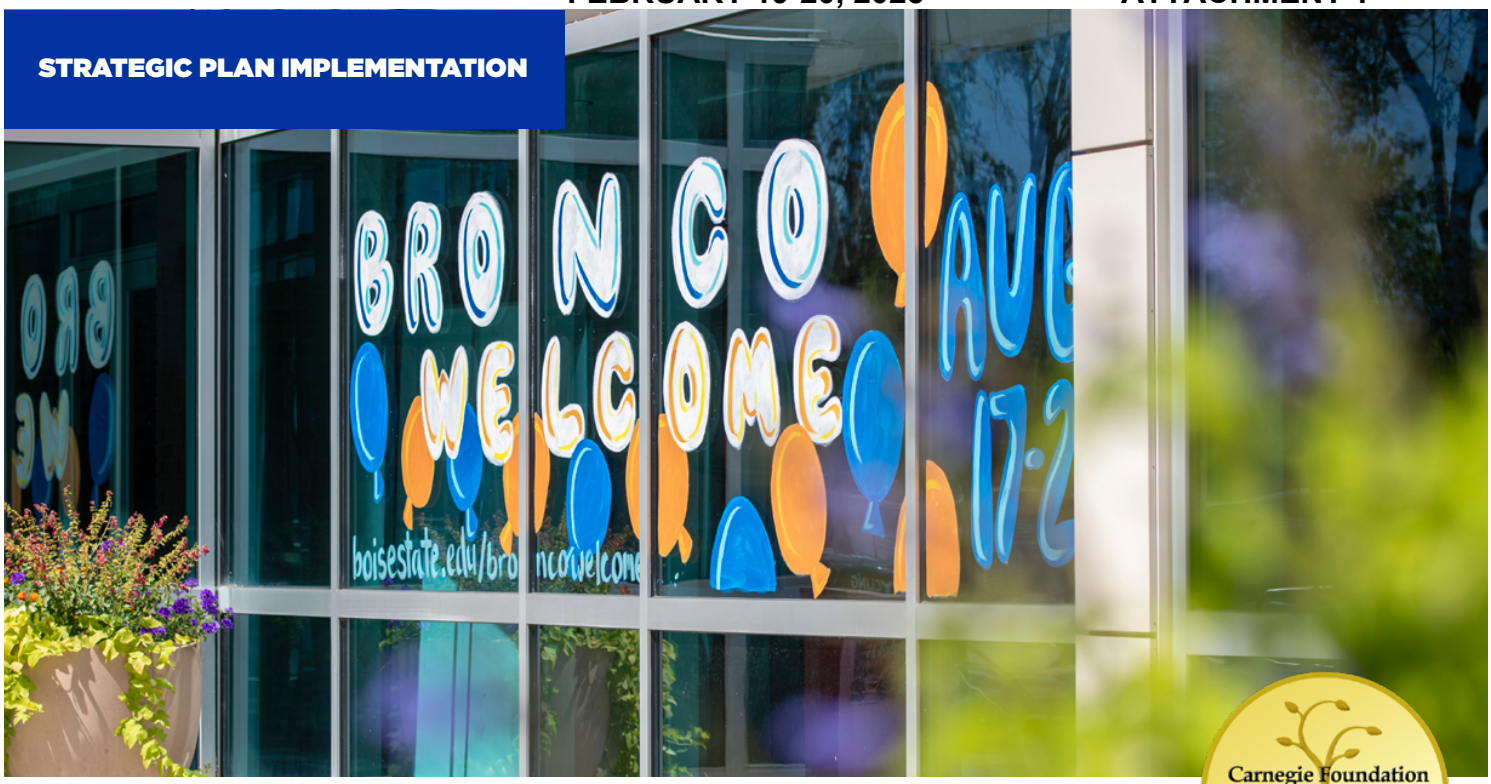
Creating successful and impactful doctoral programs is at the core of Boise State's critical service to the community, state and region.

Boise State has continued to create new doctoral programs: Ph.D.s in materials science and engineering; biomolecular sciences; public policy and administration; ecology, evolution and behavior; computing; biomedical engineering; counselor education and supervision; public and population health leadership; an Ed.D. in educational technology; and a Doctor of Nursing Practice. In fall 2024, the Ph.D. in Engineering enrolled its inaugural class of students.

The following figure shows the growth in the number of doctoral programs and their enrollment over the last 20 years. Doctoral student enrollment has increased by 85% over the last 10 years, from 260 in fall 2015 to 482 in fall 2024.



STRATEGIC PLAN IMPLEMENTATION



Carnegie Foundation
Elective
Community Engagement
Classification

Goal #4: Foster Thriving Community.

Promote and advance a fair, equitable and accessible environment to enable all members of the campus community to make a living, make a life and make a difference.

We are strongly committed to caring for our community and we embrace the opportunity to imagine and implement new ways to better serve the various communities within our sphere of activity, including and foremost all members of the campus community.

In 2006, Boise State was one of **only 76 universities** in the nation initially selected by the **Carnegie Foundation as a Community Engaged Institution.** That classification was renewed in 2015 in recognition of the myriad ways that Boise State actively works to align with the cares, interests and activities of our local and state community. This commitment to service has been, and continues to be, a defining feature of the university.

Boise State successfully renewed its classification as a Carnegie Community Engaged Institution, covering the period from 2024 to 2032.

This application report laid the foundations for our recently awarded National Science Foundation project (TRANSFORM), which is geared towards supporting faculty and staff to work closely with community partners. In addition, Boise State successfully received the inaugural Carnegie designation in **Public Service Leadership, becoming one of only 11 universities** that hold these two Carnegie classifications simultaneously.

ONLINE PROGRAMS

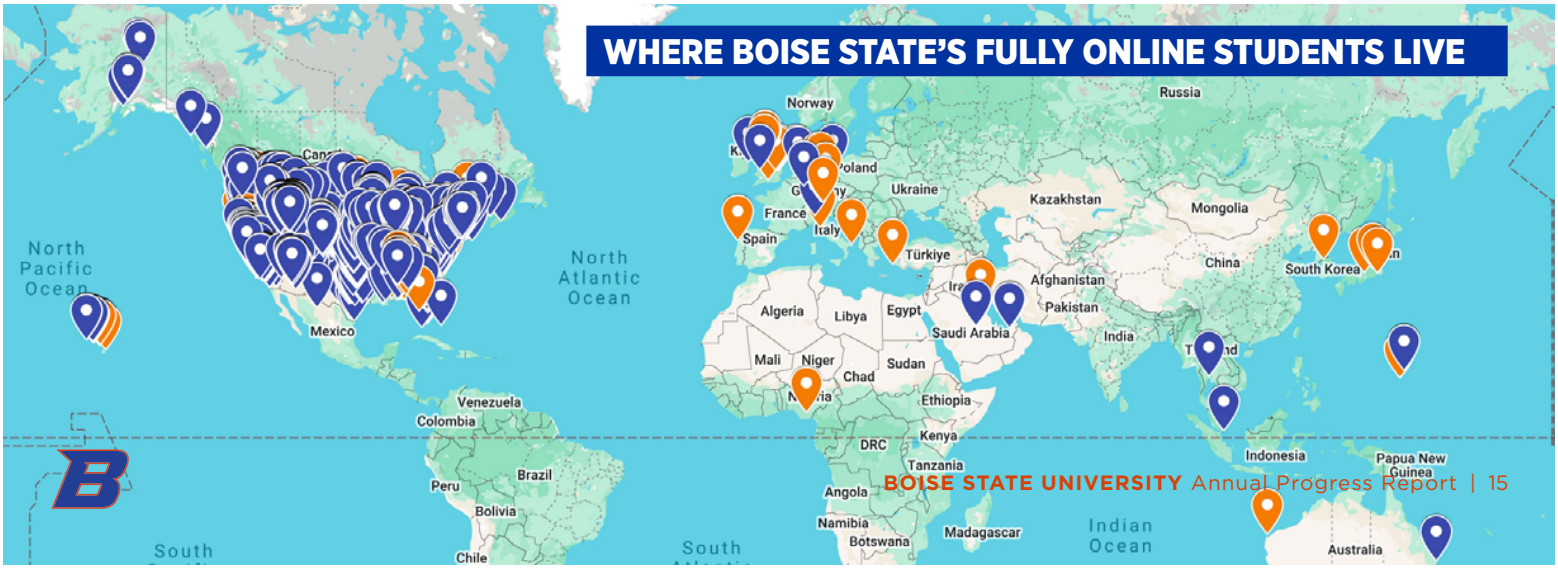
5,698
degree-seeking students in fully online programs

Boise State has greatly expanded educational access across Idaho and beyond, enrolling **5,698 degree-seeking students in fully online programs** in 2023-24. The university now has over 100 fully online degrees and certificates that can be accessed any time, creating opportunities for busy working adults and others who cannot come to a university campus.

Over the past decade the university has made strategic investments in infrastructure and staffing to develop and deliver an array of online programs and to effectively serve online students. The vast majority of this was done with no new state funds. Instead, the university leveraged the SBOE-approved Online Program Fee and Self-Support funding models.

Boise State FY24 online highlights:

- Idahoans comprise 40% of the population (2,298 of 5,698).
- 28% of distinct graduates completed a degree or certificate in a fully online program.
- The majority of students enrolling in online programs are adult learners; they typically have jobs, have families, and don't live near campus. Despite these hurdles, students graduate from Boise State online programs at a rate of 74%.
- These online programs are created to address workforce needs and are intentionally designed to address the needs of online learners. Distinguishing features include: anytime/anywhere delivery; a year-round calendar featuring seven-week sessions and six entry points per year; holistic student support including intensive high-touch advising; and a stackable design that allows students to earn certificates on their way to a bachelor's degree.
- In 2022, a university working group looked at the future of online programs and made recommendations based upon a projected growth to 10,000 fully online students in this decade.
- In addition to the distance students who took all their courses online, our campus-based students took a number of online courses to add much-needed flexibility to their schedules. Altogether, 20,307 students took at least one online course, and 36% of all the university's credit hour generation was from online courses.
- These online courses and programs are taught by Boise State faculty embedded in the university's colleges and academic departments.



STRATEGIC PLAN IMPLEMENTATION

Goal #5: Trailblaze Programs and Partnerships.

Boise State University participates in many collaborative programs and community partnerships with academic, research, non-profit and other community organizations.

Our university is leveraging existing partnerships and programs and developing new opportunities with Idaho employers and private partnerships to address workforce, research, educational and service needs. Expanding partnerships across Idaho will help ensure rural communities have access to high-quality educational programming that fits their needs.

COLLABORATIONS AND COMMUNITY PARTNERSHIPS

MICRON PARTNERSHIP MEANS REAL-WORLD EXPERIENCE FOR BUSINESS AND ENGINEERING STUDENTS

Boise State students are gaining **real-world industry experience in semiconductor research and development** through a unique partnership with Micron that provides students hands-on experience and opportunities for future employment.

Micron shares real data related to their supply chain challenges with Boise State supply chain management and engineering students. Over four months, the students analyze the information, meeting regularly with the Micron team, then present their solutions to Micron leadership at the end of spring semester.

“So often students are given a problem and told to use a specific tool to solve the problem. Instead, we give them a problem and ask them to solve it using what they’ve learned,” said Jacob Garofalo, who participated in the program as a student and now works at Micron. “The pillars of the program are for the students to work as a cohesive team, develop data analysis and presentation skills, and to grow professionally so they’re ready to walk into a work environment. We see so many lightbulbs go off throughout the semester, and by the end the students can speak confidently about the work they’ve done.”

NEW POSITIONS **focused on growing partnerships, both in number and depth:**

- Director for University Industry Collaborations
- President's Professor of Public Scholarship and Engagement

U.S. COUNCIL ON COMPETITIVENESS

Boise State, the Council on Competitiveness and Idaho National Laboratory partnered to host a national gathering of educators, CEOs, government officials and industry leaders in August 2024. Together, these leaders sought to uncover the best practices and policies driving regional innovation, attract national attention and greater support for the most promising regional initiatives, and develop strategies to scale and deploy place-based innovation best practices across the United States.

Three industries are setting the innovation pace across the state and the Mountain West — each primed to change fundamentally how we live and work, and how we secure America in an era of turbulence and transformation: semiconductors, cybersecurity and advanced nuclear. Boise State is advancing partnerships, academic offerings and research across all three critical areas.

Idaho's emergence as a semiconductor powerhouse is a result of distinct, harmonious, intentional and strategic collaboration between education, national laboratories, government and business to develop the platform technology — and its workforce — supporting innovation and growth in nearly every other economic sector.

A RENEWED PARTNERSHIP WITH VIETNAM

Boise State is proud of its **longstanding partnership with National Economics University**. The two universities have worked together for approximately 30 years, preparing students to be successful in business, government and as educational leaders. The recent establishment of a 2+2 Bachelor's of Business Administration program in Entrepreneurship Management for undergraduate students is an exciting step forward in providing the opportunity for students to earn a premium brand education that opens doors to working in global business. Students study for two years at National Economics University and for two years at Boise State University in earning an American bachelor's degree.

INSTITUTIONAL DATA

Enrollment

Enrollment Fall 2024 (October 15 census) *Source: IE University Enrollment Report*	Headcount
Undergraduate Degree-seeking	17,683
Graduate Degree-seeking	2,804
Early College/Dual-credit	6,152
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	611
Total	**27,250**

Annual Headcount Enrollment *Source: PSR-1 Annual Enrollment Report, reflects "system total" no exclusions*	2022-23
Undergraduate Degree-seeking	19,440
Graduate Degree-seeking	3,553
Early College/Dual-credit	7,446
Other Non-degree Seeking (Undergraduate and Graduate Combined) and Audit Only	2,587
Total	**33,112**

2023-24 Graduates

Degree and Graduate Certificate Graduates *Source: IPEDS Completions Report (IE)*	Distinct Number of Graduates
Associate Degree	316
Undergraduate Certificate	666
Baccalaureate Degree (Academic)	3,964
Graduate Certificate	141
Master's Degree	1,073
Educational Specialist Degree	15
Doctoral Degree	72
Total Distinct Graduates	**5,464***

*Note: the sum of the distinct graduates does not equal the overall distinct number of graduates because students can complete more than one degree

Employee Nov 2023 Shapshot	Full-Time	Part-Time	FTE	%
Faulty	815	677	1,041	33.1%
Professional Staff	1,633	50	1,650	52.4%
Classified Staff	449	28	458	14.6%
Total	**2,897**	**755**	**3,149**	**100.0%**

Revenue and Expenditures for FY2024

Operating Revenue	FY2024
Student Tuition and Fees (Gross)	233,692,067
Scholarship Discounts and Allowances	(37,093,800)
Federal Grants and Contracts	61,089,368
State and Local Grants and Contracts	6,071,454
Private Grants and Contracts	4,622,534
Sales and Services of Educational Activities	10,927,147
Sales and Services of Auxiliary Enterprises	91,328,618
Other	1,936,827
Total Operating Revenues	**372,574,215**

Operating Expenses	
Instruction	162,541,444
Research	50,960,531
Public Service	31,829,583
Libraries	6,609,882
Student Services	25,227,042
Operation & Maintenance of Plant	38,452,381
Institutional Support	48,812,522
Academic Support	47,687,252
Auxiliary Enterprises	116,613,843
Scholarships and Fellowships	8,885,782
Depreciation	30,452,963
Total Operating Expenses	**568,073,225**
Operating Income/(Loss)	**(195,499,010)**

Non-operating Revenues/(Expenses)	
State Appropriation - General	131,631,655
State Appropriation - Maintenance	3,610,496
Pell Grants	22,780,165
Gifts	41,287,938
Net Investment Income	12,773,832
Change in Fair Value of Investments	1,435,909
Interest	(8,683,316)
Gain/Loss on Retirement of Assets	7,276,928
Federal Aid Grant Revenue	—
Loss on Perkins Federal Capital Contribution	—
Other Non-operating Revenue/(Expense)	(90,837)
Net Non-operating Revenues/(Expenses)	**212,022,770**

Other Revenue and Expenses	
Capital Appropriations	1,506,752
Capital Gifts and Grants	6,684,383
Total Other Revenues and Expenses	**8,191,135**
Increase in Net Position	**24,714,895**
Net Position - Beginning of Year	**582,803,824**
Net Position - End of Year	**607,518,719**

Research and Economic Development

	FY2020	FY2021	FY2022	FY2023	FY 2024
	Office of Technology Transfer				
Invention Disclosures	22	16	13	10	7
Patent Applications Filed	28	20	18	12	22
Patents Issued	5	1	8	8	7
Licenses/Options/Letters of Intent	19	22	32	51	46
License Revenue	$15,996	$8,500	$14,456	$25,678	$31,585
Startups	0	0	1	1	1
FTEs	2.25	2.1	1.5	1	1

Number of protocols reviewed by:	Office of Research Compliance				
Institutional Biosafety Committee	68	68	68	74	97
Institutional Animal Care and Use Committee	82	68	67	76	73
Social and Behavioral Institutional Review Board	494	509	473	465	450
Medical Institutional Review Board	32	33	48	42	50

	Office of Sponsored Programs				
Total # of Proposals Submitted	506	598	606	569	576
Total # of Awards	411	425	422	416	392
Total Sponsored Projects Funding	$58.2M	$65.3M	$68.0M	$91.0M	$83.4M
Total Research and Development Expenditures as reported to NSF	$43.3M	$46.1M	$47.6M	$53.0M	not available at this time
Externally Funded Research Expenditures	$29.8M	$34.7M	$35.3M	$39.9M	$43.1M

BOISE STATE UNIVERSITY FOUNDATION

Fiscal Year 2024 — Another Record Fundraising Year

At Boise State University, we have a driving purpose and spirit that unites faculty, students, staff, alumni and friends as we tackle the most formidable challenges of our time.

The 2024 fiscal year was a significant one for University Advancement and the Boise State University Foundation. We publicly launched Unbridled: The Campaign for Boise State University in October 2023. We also broke our philanthropic record for the **third consecutive year**, with giving totaling $61.3 million from 28,146 individual donors. In June 2024, we received approval to merge the division of University Advancement into the Foundation effective fiscal year 2025.

Endowment Performance

The Boise State Foundation exceeded its short-term objective of maintaining its purchasing power despite market fluctuations. In fiscal year 2024, the portfolio posted an annual return of 12.07%, comparing favorably with our benchmark return (13.1%) and the median return for foundation endowments less than $500M (11.65%).

At the close of fiscal year 2024, the market value of the Boise State Foundation's total endowment investment portfolio grew to more than $164.5 million, a function of market gains and new gifts from donors. Over the past 10 years, the foundation's total endowment has grown by more than 72% while supporting Boise State's students, faculty, research programs and athletics.

In 2024, 27% of the Foundation's total distribution to the university came from endowment payout. The Foundation made more than $5.5 million available for distribution to augment the university's operating budget in critical areas such as student financial aid as well as research and academic program support.

Looking Forward

Unbridled: The Campaign for Boise State University is the university's most ambitious philanthropic and alumni engagement campaign in its history, with a fundraising goal of $500 million by 2028 to make key investments in endowed scholarships, endowed faculty positions and Bronco Athletics.

As of June 30, 2024, the Unbridled campaign had raised $346.9 million, including:

- **$81.4 million in student support**, with nearly $60 million of this for endowed scholarships
- $37.0 million for faculty and research support
- $130.8 million for Athletics' What's Next initiative

Momentum for the campaign continues at an exciting pace. A groundbreaking for the new Construction Management building is scheduled for early spring. This building will provide a state-of-the-art facility to provide students with academic and professional training, allowing them to ultimately contribute to Idaho's rapidly expanding growth and workforce development.

The Foundation continues its strong partnership with Athletics, particularly with fundraising for the North End Zone Project and the creation of BroncoPRO. Leadership in both the Foundation and in Athletics regularly collaborate to navigate the ever-shifting landscape of collegiate athletics and ensure Boise State remains competitive and at the forefront of emerging trends.

Unbridled's early success and its three key pillars–student access and success, faculty innovation and What's Next for athletics–strongly align with the university's strategic plan. The success of the campaign continues to support not only the university's strategic growth but also the educational and workforce needs of the state.

Increased Financial Aid

In 2024, donors endowed 35 new scholarships and one endowed graduate assistantship, totaling $19.8 million awarded to students.

True Blue scholarships made up almost 18% of new endowed scholarships in fiscal year 2024. Awarded based on financial need and merit, they are an important tool for helping Idaho students receive a college education in their home state. New endowed scholarships included:

- Marjorie and Charles Williamson True Blue Business Endowed Scholarship
- Snowetti True Blue Endowed Scholarship
- Wolff Family True Blue Business Scholarship
- Flandro Family True Blue Business Scholarship
- Ewan Dodson Family True Blue Scholarship
- Moylan Family True Blue Business Scholarship
- Dr. Alan W. Frankle True Blue Scholarship
- Tenacity True Blue Business Scholarship

It is Boise State's mission to make a **college education accessible to all**. Endowed scholarships help more students pursue a higher education, regardless of their circumstances. The Foundation's Scholarship Endowment Bridge Program provides a match for these types of endowed scholarships, making their impact even greater.

COLLEGE OF ARTS AND SCIENCES

91
DEGREE PROGRAMS OFFERED

49
UNDERGRADUATE CERTIFICATES OFFERED

5,923
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

NEUROSCIENCE

PROFESSIONAL AND PUBLIC WRITING

MUSIC PRODUCTION

ARTS ENTREPRENEURSHIP MINOR SETS STUDENTS UP FOR CAREER SUCCESS

Morgan Kelly, a junior majoring in theatre and double-minoring in music and arts entrepreneurship, is a passionate advocate for the arts entrepreneurship minor at Boise State University.

Experiential learning is one of the keystones that brings the College of Arts and Sciences more than 20 departments together under a common banner, and the arts entrepreneurship minor in the School of the Arts is a paragon case of the sort of hands-on education the college prizes.

Arts entrepreneurship is a pathway for students to take their artistic talents out of the classroom and into the real world, where they develop the skills and mindset to become creative entrepreneurs.

The program requires courses that prepare students for work in the creative sector. They hear from working artists, learn business skills specific to creative careers and land internships in their chosen fields. The program also pairs well with add-ons like the new music production certificate or the +business certificate, which students can take in lieu of elective credits.

Sue Latta, lecturer in the School of the Arts, built the program in 2018 with post-graduation outcomes in mind.

"We're here to help students prepare for careers in the creative economy," Latta said.

Students experience the program's benefits firsthand, and they're among the arts entrepreneurship minor's most passionate supporters.

"The arts entrepreneurship program has been positively influential on my view of how to successfully live as an artist and how to exist in a cut-throat environment as a whole," said Kelly.

Kelly appeared in the 2024 campus production of The Sound of Music as Maria Rainer. She hopes to continue performing after graduation. The AE105 course, Conversations with Working Artists, has supported that goal by putting her in touch with successful artists like Eric Gilbert, co-founder of Treefort; Zach Voss, a local videographer and editor; and Mike Doherty, a New York City-based actor.

"Sue has **stressed the importance of learning business foundations** as a way to combat the stereotype of the 'starving artist,' and **empower young artists with tools for success** in their respective fields after graduating college," Kelly said. "Young and emerging artists need this program, even if they don't realize it."

COLLEGE OF BUSINESS AND ECONOMICS

IGNITING A DRIVE TO SUCCEED

Nick Lloyd is a first-generation Idaho student studying accountancy and finance, and he's finding success at Boise State and beyond.

He spent summer 2024 on both coasts, taking part in two prestigious programs geared toward exceptional students in their fields.

First, he traveled to Boston, Massachusetts, for Harvard's competitive Summer Venture Into Management Program, where he attended classes and got a peek into life as an MBA student at Harvard Business School. Then he headed across the country to Redmond, Washington, where he was one of 48 of 4,000 applicants selected for a 12-week internship in the Microsoft Finance Leader Rotation Program. He interned as a summer analyst, and following that experience, he signed an offer with Microsoft to return to the program full-time after he graduates.

"As a COBE student, I've been fortunate to have many incredible opportunities which have driven my ability to succeed in various roles," Nick said. "The college's integration of club support, professional development and academic excellence has enabled me to complete five internships and hold leadership roles in eight student organizations, while double majoring. As a Pell-eligible first-gen student, attending college was frightening for a number of reasons, but the support system that continues to grow within the College of Business and Economics was key to my success. I am a proud Bronco and will forever be grateful for the **relentless efforts that Boise State makes to help students succeed**."

In 2023, Nick received the Public Company Accounting Oversight Board (PCAOB) Scholarship recognizing his academic excellence and ethical standards. This $10,000 scholarship is awarded to a select group of accounting students nominated by an accredited accounting program.

Beyond the classroom, Nick is actively involved in the campus community. He serves as the ASBSU associate vice president of Academic Affairs, president of Beta Alpha Psi, holds leadership roles in several other campus organizations and co-founded both Boise State's Investment Banking Club and Special Olympics Club. In recognition for his dedication and involvement, Nick received Boise State's 2024 Commitment to Community Campus Award.

Nick will graduate in spring of 2025 with dual majors in Accountancy and Finance, and a minor in Analytics. You may have seen him in Boise State's Out of the Blue campaign, as one of the university's trailblazing students. Nick hopes to spend his remaining time at Boise State mentoring the next generation of accounting students.

29
DEGREE PROGRAMS OFFERED

7
UNDERGRADUATE CERTIFICATES OFFERED

4,367
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

BUSINESS ANALYTICS

CYBERSECURITY MANAGEMENT

INFORMATION SYSTEMS AND CONTROL

COLLEGE OF EDUCATION

38
DEGREE PROGRAMS OFFERED

6
UNDERGRADUATE CERTIFICATES OFFERED

1,385
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

GENERATIVE AI IN EDUCATION

OUTDOOR EDUCATION AND LEADERSHIP

MEET FIRST-GENERATION COLLEGE STUDENT NAYELI SAMAGUEY

Nayeli Samaguey, a first-generation college student born and raised in Melba, always had a passion for working with children while helping them learn and grow.

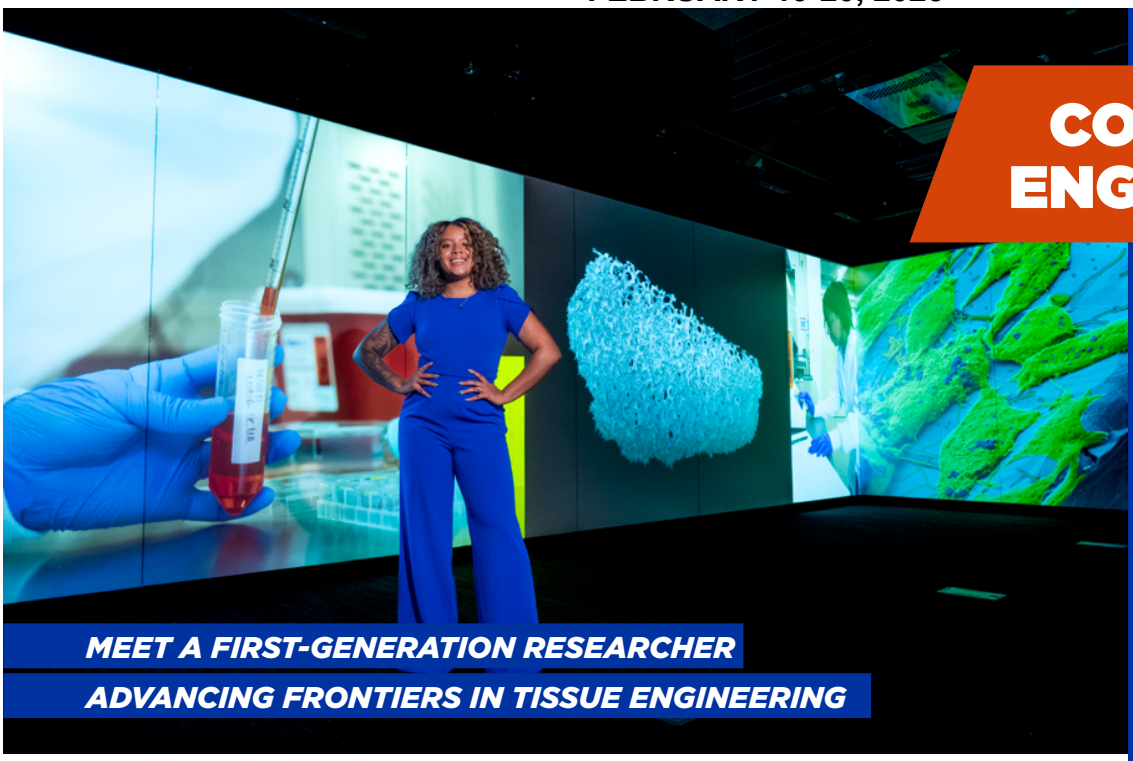
Now in her professional year as an intern in a bilingual classroom at Reed Elementary in Kuna, Samaguey will graduate next spring with the experience she needs to make a difference in the classroom.

Though being a first-generation student comes with challenges, Samaguey found mentorship through the TRIO program in high school and at Boise State, and from parents who wanted a better life for themselves and Samaguey.

“Though my parents never went to college, they supported my dreams and have been with me every step of the way,” said Namaguey. “They knew college was in my future before I knew.”

The teacher education program in the College of Education provides an immersive experience for teacher candidates like Samaguey, **pairing them with a mentor teacher in a classroom to ensure candidates have on-the-job experience** and are prepared to teach in their own classrooms when they graduate.

“Being an intern has been a great and very rewarding learning experience,” said Samaguey. “Being in the classroom is very hands-on. I am fortunate to have built relationships with students, to the point where they are comfortable to express themselves.”



COLLEGE OF ENGINEERING

MEET A FIRST-GENERATION RESEARCHER ADVANCING FRONTIERS IN TISSUE ENGINEERING

Biomedical engineering doctoral student Mone't Sawyer didn't always see herself as a scientist or engineer.

At one time in her life, she thought scientists weren't allowed to be creative, so her creative spirit wouldn't be allowed to shine pursuing a career in STEM fields.

Boise State University and the College of Engineering have provided the space for Sawyer to bridge her creative passions with her background in materials science and engineering to her research in biomedical engineering.

In September, the doctoral candidate's creativity shone front and center in the American Chemical Society's Applied Bio Materials journal as her **first lead publication on tissue engineering applications landed her on the cover**.

When Sawyer started college, she enrolled as a dual major in psychology and criminal justice. Her goal was to become a profiler with the FBI. After two years, she realized the passion she once had for the things she was learning had fleeted.

"I wanted to go to NYU when I graduated high school but I am a first-generation college student and paying for school myself when scholarships weren't enough limited where I could attend," Sawyer said. "Looking back, I'd say that the universe was guiding me here because the impact Boise State has had on me, and me on it, has guided my life in a direction that I am so incredibly proud of."

Sawyer then set her trajectory toward planes, specifically becoming a pilot. While a career as a pilot briefly lasted, she realized she was more interested in the intricacies of the plane, how it is made, what it is made of and how it can be optimized. Honing in on a new passion all that was left was an outlet to study it. It's here in the Micron School of Materials Science and Engineering where faculty like Eric Jankowski changed her trajectory once again.

"I owe my own discovery of my passion for research to him," Sawyer said. "Mentorship can make or break any research experience. I count myself incredibly fortunate to not have one, but two, advisors that have pushed me to be the best scientist I can be."

42
DEGREE PROGRAMS OFFERED

21
UNDERGRADUATE CERTIFICATES OFFERED

3,242
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

PHD IN ENGINEERING

PHD IN BIOMEDICAL ENGINEERING

CYBER OPERATIONS AND RESILIENCE

SEMICONDUCTOR OFFERINGS

COLLEGE OF HEALTH SCIENCES

19
DEGREE PROGRAMS OFFERED

13
UNDERGRADUATE CERTIFICATES OFFERED

5,729
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

NEUROSCIENCE

EXERCISE, PHYSICAL ACTIVITY AND SPORT

HEALTH DATA ANALYTICS

NEW PROGRAM, NEW STUDENT

Getting excited about Boise State's Neuroscience program

Maddy Hughes grew up in Meridian. To her, Boise State has always been the hometown school and while it was fun to go to their football games, Maddy didn't think she wanted to attend Boise State. The launching of a brand new, unique bachelor's degree in neuroscience changed everything for her.

Hughes has been fascinated with neuroscience since she started researching psychology and physical traits of the brain — mostly on her own — as a high school junior. Her passion and fascination with neuroscience grew and grew. She quickly knew that she wanted to spend the rest of her life learning about the complexity of the human brain and conducting research to help people in new ways through neuroscience. Childhood cognitive development among cultures throughout the world is of particular interest to her and she hopes to study abroad while in college.

Hughes almost left Idaho for college. But when she was looking at Boise State's website a few days before her orientation, she discovered that Boise State was just starting a new undergraduate degree in neuroscience in fall 2024, which was to be her first semester of college too. Suddenly Boise State was interesting and exciting.

It's been several years in the making, but Boise State launched the first undergraduate neuroscience program in Idaho with collaboration from faculty in biology, psychology, kinesiology, special education, computer science, linguistics and more.

Each neuroscience major will participate in at least one year of formal research. Hughes is getting a jump start on this requirement in her first semester thanks to her faculty mentor and one of the founding faculty of the program, Bob Wood.

Hughes met Wood, the director of the School of Allied Health Sciences and associate dean of research for the College of Health Sciences, during her first week of classes. Wood helped her change out several classes to help align her studies with her interests. She's most excited about her neuroscience research course — a rare course for a first year student.

Hughes has found a mentor in Wood and she is grateful for all of his support and the support of her peers through the Neuroscience Interest Group that Wood formed. The group is made up of students, faculty, and others united by their interest in neuroscience.

"The neuroscience program has had a positive impact on me by just **how invested all of the faculty and staff are in their students' success**," Hughes said. "The excitement and adrenaline in this community is astronomical. Everybody wants everybody to succeed; the team they have put together to help us do it has really made the backbone for the students' success.

"It really feels like this was the track that was meant for me."

COLLEGE OF INNOVATION AND DESIGN

3
DEGREE PROGRAMS OFFERED

9
UNDERGRADUATE CERTIFICATES OFFERED

236
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

AI FOR ALL

FUNDAMENTALS OF BEER AND WINE

STUDENT MAPS HIS INTERESTS TO NEW WAVE OF CAREERS

Jake Vegas's journey into the Digital Innovation+Design program at Boise State University started with a curiosity about media and a keen interest in design.

"I had recently stumbled upon Google's UX/UI Research and Design Certification and absolutely loved it," he said, "so much so that I wanted to see if I could make it a career."

After some exploring, Jake found Boise State's Digital Innovation+Design program and realized it was exactly what he had been looking for. Now, as a student in the College of Innovation and Design, Jake says, "The rest is currently unfolding, and I'm loving it!"

So far, Jake's coursework has taken him through subjects ranging from psychology to career hacking to creative concepting. One of his standout classes? Leadership. "It's really inspiring and unique to see the different degree backgrounds of people taking the course," he says. The variety of perspectives has broadened his understanding of how leadership can manifest in diverse professional environments.

When asked if the program has prepared him for the "careers of the future," Jake is quick to affirm. "I 100% agree. **These courses give a major edge on the new wave of careers and how they are adapting**," he explains. "I feel like I'm learning skills that leverage my creativity and critical thinking, and I'm already seeing the impacts in my school, work, and personal life."

But it's not just Jake's studies that inspire him. Last year, he embarked on a solo backpacking trip around the world, visiting 13 countries in 30 days. "A trip that I will remember forever is an understatement," Jake reflects. His journey pushed him out of his comfort zone, allowing him to explore new cultures and forge connections across the globe.

"Jake's curiosity, flexibility, and appetite for discovery are hallmarks of our Digital Innovation+Design students," says Jen Schneider, Interim Dean of the College of Innovation and Design, which focuses on designing programs that provide immediate value to students and prepare them to be creative leaders in the workplace. "It's a reminder that learning and growth often extend beyond the classroom."

SCHOOL OF PUBLIC SERVICE

21
DEGREE PROGRAMS OFFERED

7
UNDERGRADUATE CERTIFICATES OFFERED

1,328
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

PUBLIC SERVICE LEADERSHIP

LEGAL STUDIES

ENVIRONMENTAL MANAGEMENT

FROM THE BLUE TURF TO A NEW TURF

Meet Saige Caldwell, SPS Capital Connection student

Last summer, Saige Caldwell received a flier in the mail advertising a brand-new opportunity at Boise State — the Capital Connection program, where students live, study and intern in Washington, D.C. for a semester.

A rising senior in the Political Science program at Boise State, Saige is interested in criminal advocacy and public interest law, and she recognized the value that an experience in D.C. would bring for her future career plans.

In the program, students complete an internship in addition to a full semester of online classwork. When choosing her internship program, Saige was drawn to an opportunity at Georgetown Law in their Public Defense Clinics, where new lawyers work as fellows in their first and second years post-graduation. Specifically, she interned for the Juvenile Justice Clinic alongside two lawyers and another intern. Her role in this program was as a primary investigator for every case brought to the clinic. Saige described the program as an intense but extremely rewarding learning experience that helped to solidify her future academic and career goals.

"To go and work in an office where I was directly working with clients- I was visiting people while they were incarcerated, I was taking them to services afterwards to get them the resources they needed to be successful... to have an impact directly on individuals' lives is something that really fueled me and was an experience that I had never been able to have before."

Through the connections she made in her internship, Saige was able to receive mentorship and direction from individuals who work in the career she is hoping to pursue.

"My alumni mentor through the Capital Connection program was Monica Hopkins, the executive director of the ACLU in D.C....we grew a really strong relationship while I was there and we bonded over our passions for civil rights and advocacy."

Saige's time as an intern in Washington, D.C. was an **experience that she feels is well worth it for learning more about a desired career field and forming invaluable connections that help students move forward** in their next steps. She was the first intern from Idaho in the Georgetown Law program, and she emphasized the importance of stepping outside your comfort zone and gaining experience in a completely different place:

"I cannot recommend this program enough, specifically the internship I did, for challenging yourself and gaining a new perspective that you might never have had the opportunity to experience before, especially coming from Idaho."

In spring of 2025, the Capital Connection program will be sending its second cohort of students to Washington, D.C. Learn more about the program and how you can support its students by visiting the Capital Connection website.

TWO STUDENT RESEARCHERS EARN PRESTIGIOUS 2024 GOLDWATER SCHOLARSHIPS

Sara Alsaifi and Jasmine Baclig are the latest Boise State students selected for Goldwater scholarships — the country's most historic and prestigious national scholarships in natural sciences, engineering and mathematics.

Sara Alsaifi and Jasmine Baclig are the latest Boise State students selected for Goldwater scholarships – the country's **most historic and prestigious national scholarships in natural sciences, engineering and mathematics**. Alsaifi and Baclig were chosen for their potential to become the next generation of research leaders in these fields, and they join nine other Boise State students who have received Goldwater scholarships dating back to 1991.

"I am so proud of Sara and Jasmine," said Kate Huebschmann, Honors College assistant director and fellowships advisor. "Throughout their Goldwater application process, I was impressed at their ability to synthesize information, work proactively towards their goals and persevere through difficulty — all the same qualities that have made them fantastic researchers during their time here."

This is the third time in Boise State history that two students have won in a given year. They are among 438 fellow Goldwater Scholars out of a pool of 1,353 science, engineering and mathematics students (nominated by 446 academic institutions).

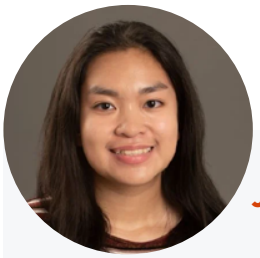
"They will have an incredible impact on the fields of drug discovery and disease treatment, and I look forward to celebrating their future successes," Huebschmann added.

SARA ALSAIFI

Sara Alsaifi hopes that her research will better understand the mechanisms of neurological diseases, finding more effective treatments for these ailments. Alsaifi is majoring in biology with minors in chemistry and psychology She was born in Baghdad during the Iraq War. Her parents left their families and occupations as physicians to seek refuge in Syria before fleeing to the U.S. When she arrived in America, Alsaifi struggled with the language barrier and keeping up with the pace of her classmates. She had to relocate to three different schools for better support.

"Despite these hardships, my parents taught me to never limit my dreams and to relentlessly pursue them no matter the circumstances," she said.

Alsaifi will pursue a master's and Ph.D. in molecular biology after she completes her undergraduate degree next year.



JASMINE BACLIG

Jasmine Baclig is a chemistry major, minoring in computer science with a certificate in Spanish. Baclig's family moved from the Philippines to the U.S. when she was in the eighth grade, and she became the first in her family to study in America.

During her first year at Boise State, Baclig became passionate about research. "Though I was elated to start my first research project, I was also anxious and nervous about messing up," she said. "But upon doing my first experiment, a postdoc said I was the first to purify RNA in the lab, which boosted my confidence. So I thought, 'Maybe I'm cut out for research.'"

Baclig intends to pursue a Ph.D. in biomolecular science. She hopes to explore ways nucleic acids can be utilized in drug discovery to provide long-lasting, curative therapy for various diseases.

HONORS COLLEGE

1,141
STUDENTS CURRENTLY SERVING

109
NATIONALLY COMPETITIVE AWARD WINNERS AND FINALISTS IN THE PAST 10 YEARS

IDAHO RECORD
In 2020,
5 Fulbright Scholarship winners and
2 Truman Scholars

In 2023-24,
4 Fulbright winners,
2 Goldwater Scholars,
and a Critical Language Scholar

ONLINE

104
DEGREE PROGRAMS OFFERED

4,273
CURRENT STUDENTS

NEWEST PROGRAM OFFERINGS

NONPROFIT MANAGEMENT

DESIGN THINKING FOR PROFESSIONAL PURPOSE AND PERSONAL FULFILLMENT

ARTIFICIAL INTELLIGENCE FOR ALL

IDAHOAN MARLENE VENCES RENDON ENHANCES WORK EXPERIENCE WITH ONLINE BACHELOR'S DEGREE

Marlene Vences Rendon earned associate degrees in anthropology and media arts from the College of Western Idaho (CWI) before combining them to fulfill her true passion for storytelling.

Now in her third year as a copywriter at Full Swing Public Relations, Vences Rendon is enrolled in Boise State University's online Bachelor of Arts in Integrated Strategic Communications.

"While I've had an amazing opportunity to gain hands-on experience at Full Swing, I've always sought the value of a formal education in preparing me to become an even stronger communicator," she said. "That's why I wanted to learn at Boise State. That's why I went back to school."

Although Vences Rendon didn't take a direct route, there were early indications in her career that she would find her way to becoming a writer.

"Everyone is a storyteller, but I love listening," she said. "Anthropology is the study of people — listening to people, learning about people. Now as a writer, I get to help write and tell people's stories."

The online format is working out especially well for Vences Rendon as she continues to gain real-world experience while earning a degree.

"The **online option was great for me as a working professional**," she said. "I can work my nine-to-five job, and then pop on my laptop to work on homework afterwards from really anywhere. It alleviates some of the stress of being a working student.

Vences Rendon was born and raised in Nampa, Idaho, with two older sisters and hard-working immigrant parents. She began her career as an AmeriCorps VISTA public relations coordinator with LEAP Housing before moving on to Full Swing.

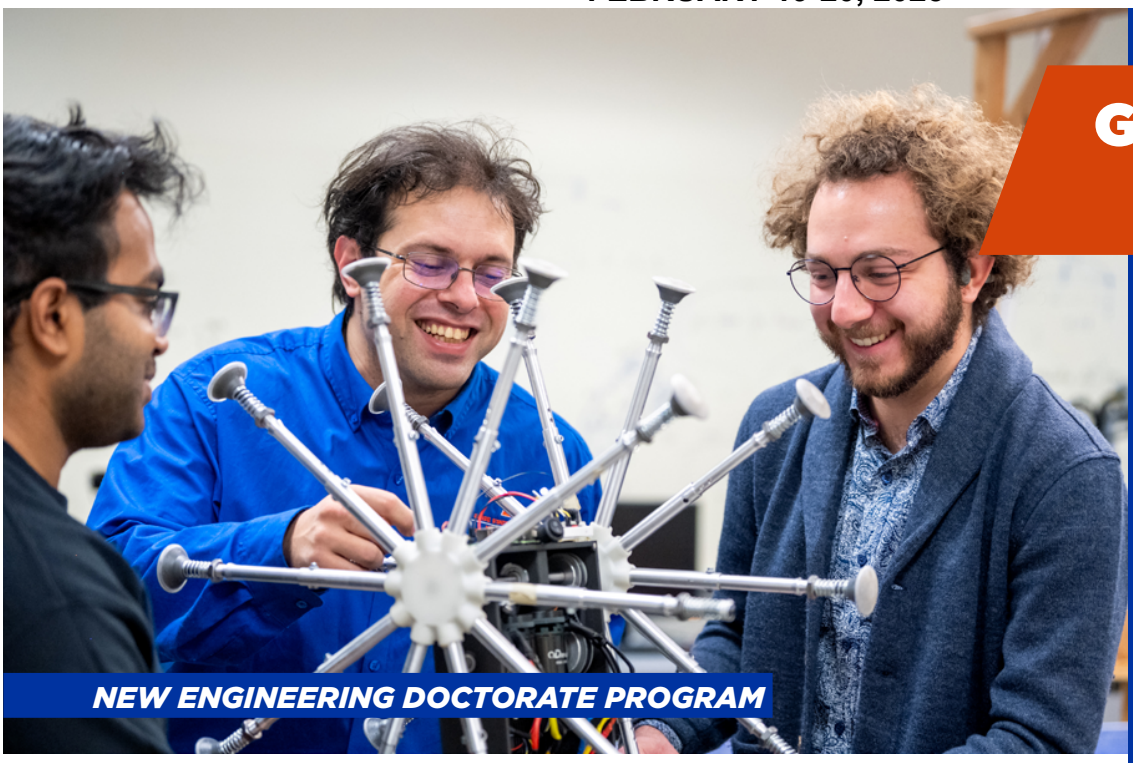
After completing her second associate degree in 2022, Vences Rendon was out of school until enrolling in the bachelor's degree program two years later.

"**Boise State was my top choice**," she said. "I am looking forward to getting those foundational writing skills from the program. My next seven-week course is Writing for Professionals, where I'll learn the skills to help my writing pack an even bigger and more meaningful punch."

As she continues to work toward her bachelor's degree, Vences Rendon hopes to become a product copywriter who writes product descriptions.

"If you're looking to get more hands-on experience building public relations campaigns or communications campaigns, this is a great program for you."

Vences Rendon believes a degree in integrated strategic communications from Boise State will help create career opportunities for her down the road.



GRADUATE COLLEGE

135
DEGREE PROGRAMS OFFERED

2,748
CURRENT STUDENTS

NEW ENGINEERING DOCTORATE PROGRAM

Boise State University launched its 15th doctorate program — a Ph.D. in engineering — after approval from the Idaho State Board of Education this spring.

With more than 3,000 students in its programs, the College of Engineering identified the need for a new graduate program to broaden engineering education and research, continue to aid social and economic impact in the region and add substantially to the university's research capabilities.

"Boise State's new Ph.D. in engineering program will enable students to conduct **groundbreaking research in numerous engineering fields with potential benefits for our state, region and nation**," State Board of Education President Linda Clark said. "This expanded research capability will provide limitless opportunities for today and in the future."

The program will have concentrations in civil and mechanical engineering and fuel future interdisciplinary research synergies with other departments, colleges and centers within Boise State in fields such as ecology, environmental studies, public policy and sustainability. The program features degree tracks in infrastructure systems, water and environment systems, energy systems, and mechatronics and control systems.

The program offers flexibility in designing an education that fits student needs and is conducive to cutting-edge, interdisciplinary scientific discovery with societal impact across Idaho. The program contributes to Boise State's role in the National Science Foundation's Innovation Corps Hub program within the region.

The primary goal of any engineering project is human welfare and thriving communities. The mission of the new program is to ensure student, graduate and faculty success by preparing graduates who can cross the disciplinary boundaries with the skills and knowledge to advance our communities through research and scholarship.

The program is designed to develop a workforce within Idaho that is capable of understanding the need to be more resilient and sustainable in creating lasting infrastructure that caters to local needs.

The program will be offered jointly by the College of Engineering's civil engineering and mechanical and biomedical engineering departments and the Graduate College.

NEWEST PROGRAM OFFERINGS

GENERATIVE AI IN EDUCATION

DIGITAL COMMUNICATIONS MANAGEMENT

FAMILY NURSE PRACTIONER EMPHASIS, DNP

ATHLETICS

BOISE STATE'S *BLUE TURF THINKING*

STRATEGICALLY POSITIONS THE DEPARTMENT FOR CONTINUOUS ELEVATION IN ATHLETICS & BEYOND WITH A GOAL TO MATCH FACILITIES & EXPERIENCES WITH A *CHAMPION* MINDSET

BUILDING THE NATIONAL REPUTATION

FOCUSES ON A MULTI-YEAR PLAN TO *ENHANCE* REVENUE GENERATION, INFRASTRUCTURE, MARKETABILITY & STUDENT-ATHLETE EXPERIENCE TO POSITION BOISE STATE ATHLETICS FOR *WHAT'S NEXT*

8 MOUNTAIN WEST CHAMPIONS

3.42
HIGHEST CUMULATIVE GPA IN DEPARTMENT HISTORY

163 STUDENT-ATHLETES MADE THE DEAN'S LIST

STUDENT-ATHLETES ACROSS ALL 18 SPORT PROGRAMS EARNED A 3.0+ GPA **85%**

2,645 VOLUNTEER HOURS

63 LOCAL ORGANIZATIONS

EVENTS **338**

94% GRADUATION SUCCESS RATE

HIGHEST IN THE MW

SURPASSES ALL-TIME BEST

MOUNTAIN WEST *ACCOLADES*

FOOTBALL
OFFENSIVE PLAYER OF THE YEAR
ASHTON JEANTY

GYMNASTICS
SPECIALIST OF THE YEAR
ADRIANA POPP, BEAM
EMILY LOPEZ, BARS
GYMNAST OF THE YEAR
EMILY LOPEZ

WOMEN'S CROSS COUNTRY
FRESHMAN OF THE YEAR
JULIA KIESLER

SOFTBALL
FRESHMAN OF THE YEAR
SOPHIA KNIGHT

SOCCER
NEWCOMER OF THE YEAR
CINDY CONNER

MEN'S TENNIS
TOURNAMENT MVP
SAM SIPPEL

VOLLEYBALL
CO-PLAYER OF THE YEAR
PAIGE BARTSCH

REVENUE GENERATION

$20.8M
THIRD CONSECUTIVE YEAR TO EXCEED MILESTONE

TICKETS

$8.1M
SURPASSED GOAL

LED MOUNTAIN WEST IN ATTENDANCE

388,500 TICKETS DISTRIBUTED

SEVEN TICKETED SPORTS

17% INCREASE

FACILITIES UPDATES

RESIDENCE HALL

The new student residence hall is nearing its summer 2025 completion date. Crews are actively working on the building envelope, interior systems and finishes. The facility will welcome students during the fall 2025 semester, offering 452 beds for first-year students.

SCIENCE BUILDING

Planning and early design work is underway for the new science research building. The design team is assessing two potential sites, while working with campus stakeholders on early programming decisions. The project will have a Construction Manager/General Contractor (CM/GC) delivery, who has already been selected and is participating in these early conversations. With an overall timeline of five years, Boise State will welcome state-of-the-art research activities in this facility in 2029.

ESI CONSTRUCTION MANAGEMENT BUILDING

The facility is expected to break ground during the early portion of 2025, with initial occupancy later that year. The contractor and design team are finalizing plan review, with site preparation work anticipated in January. The facility will provide classrooms, offices, meeting and laboratory space, and is being constructed with considerable support from the construction industry.

NORTH END ZONE

Groundbreaking is expected for the North End Zone expansion in January 2025. Crews will remove the existing bleachers and begin extensive site preparation work for the future facility. When completed, the project will provide a 360-degree concourse at the stadium, expanded restroom and concession options for all fans, and two club spaces for North End Zone ticketholders. The project will provide a fully equipped commercial kitchen, nutrition accommodations for student-athletes, and storage for stadium operations. The project's completion date will precede the 2026 football season.

APPENDIX: PROGRAM PRIORITIZATION

Idaho State Board of Education Policy III.F: requires the university to engage in program prioritization. Between July 2020 and June 2021, under the direction and guidance of the Board Policy III.F, a total of 604 programs at the university were evaluated: 204 degree and graduate certificate programs; 236 minors, emphases and undergraduate certificates; and 164 administrative and support programs. Most importantly, we developed a **process that is sustainable and integrated with our strategic plan and our strategic budgeting process**, thereby creating a much more comprehensive and effective ongoing, systematic structure for measurement of institutional and unit-level effectiveness.

Integrated planning process

Our synchronized submission process allows for aligned and integrated thinking about progress being made on the strategic plan, continuous improvement action items and the funding needed to support them.

Results of the 2020-21 program prioritization pertaining to instructional programs and academic departments can be summarized as follows:

- Of the 440 evaluated instructional programs, 153 received assignments in the fourth or fifth quintile (79 in the fourth and 74 in the fifth quintile). Missing or insufficient data meant 44 instructional programs were not assigned to a quintile; all of these programs are new.
- Placement in the fourth or fifth quintile for a program that is established, rather than new (as these programs will not yet have had an opportunity to grow enrollments), triggered a requirement for the program to submit an action plan. In the fourth and fifth quintiles, 94 of the 153 instructional programs are not new and, thus, were required to submit the action plan report and to describe substantive changes they plan to make or to start a process for discontinuation.
- The most common deficiency for those programs in the fifth or fourth quintile was productivity, typically resulting from a low number of graduates.
- Twenty of the programs assigned to the fifth quintile are degree programs and graduate certificates. These programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation. In the fifth quintile, 54 of the programs are undergraduate minors, emphases, and certificates. These programs must make substantial changes to increase their productivity, relevance, quality and/or efficiency or be considered for discontinuation.

PROGRAM PRIORITIZATION 2024 ANNUAL UPDATE

By December 2024, **47 instructional programs were discontinued** or are in the process of discontinuation in the current academic year.

Discontinued instructional programs:

Academic Year 2020-21 (six programs discontinued)

- Certificate in Applied Public Administration
- Certificate in Habilitative Services
- Bachelor of Arts in Dual Blended Early Childhood/Early Childhood Special Education, Elementary Education
- Master in Teaching in P-8 Special Education
- Master in Teaching English Language Arts
- Master of Applied Historical Research

Academic Year 2021-22 (15 programs discontinued)

- Minor in German for Business
- Minor in Iberian Studies
- Minor in French for Business
- Minor in Romance Languages
- Certificate in Early Childhood Intervention Services
- Bachelor of Arts in Dual Special Education, Early Childhood Special Education
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in Early Childhood Special Education
- Graduate Certificate in Instructional Interventions and Supports
- Graduate Certificate in Healthcare Simulation
- Graduate Certificate in School Technology Coordination
- Graduate Certificate in History for Secondary Educators
- Executive Master of Business Operational Excellence
- Master of Education in Teaching English to Speakers of Other Languages
- Master of Education in Bilingual Education

Academic Year 2022-23 (seven programs discontinued)

- Bachelor of Arts in Economics, Social Science, Secondary Education
- Bachelor of Arts in Sociology, Social Science, Secondary Education
- Bachelor of Business Administration in Accountancy - Twin Falls Site
- Master of Social Work - Twin Falls Site
- Minor in General History with Geographic Focus
- Minor in Addiction Studies
- Certificate in Refugee Services

Academic Year 2023-24 (nine programs discontinued)

- Undergraduate Certificate in Creative Influence
- Undergraduate Certificate in Energy/Environment
- Undergraduate Certificate in Mechanical Materials
- Undergraduate Certificate in HVAC/Building Systems
- Undergraduate Certificate in Industrial Processes
- Graduate Certificate in Adult Gerontology Nurse Practitioner, Acute Care
- Graduate Certificate in Adult Gerontology Nurse Practitioner, Primary Care
- Minor in Dance
- Minor Spanish Interpretation

Academic Year 2024-25 (In process - 10 programs discontinued)

- Undergraduate Certificate in Evidence-Based Public Health
- Undergraduate Certificate in Health Data Management
- Undergraduate Certificate in Health and Human Behavior
- Undergraduate Certificate in Principles of Grant Writing
- Bachelor of Arts in Elementary Education TESOL
- Bachelor of Arts in Public Health (face-to-face)
- Bachelor of Arts in Public Health (online)
- Bachelor of Science in Applied Mathematics
- Minor in Gerontology
- Minor in Health Data Management

Summary of structural changes

In March 2023, the Division of University Affairs merged with Finance and Administration, a return to an administrative structure that Boise State historically used. This change is expected to create a leaner administrative team, preserving university resources for other initiatives. The new division, Finance and Operations, is overseen by Alicia Estey, now Chief Financial and Operating Officer and Vice President for Finance and Operations. The Division of Finance and Operations includes the departments currently in University Affairs, as well as the Controller's Office, Procurement and Vendor Services, Finance and Leasing, Student Financial Services, and the offices of Information Technology, Continuous Improvement, and Budget and Planning. In addition, the Children's Center moved from the College of Education to Finance and Operations.

Program Prioritization Progress Update on the Key Actions Outlined in Action Plans and Other Continuous Improvement Plans

Note: Due to the timing of when the university collects information on the program prioritization action plans as part of the integrated planning process, some of the information presented below is from spring 2024.

College of Arts and Sciences (COAS)

Interdisciplinary Research in the School of the Environment

The School of the Environment continued its partnership with the Division of Research and Economic Development (DRED) to sustain the Interdisciplinary Research Accelerator (IRA). IRA teams are actively developing proposals for numerous NSF opportunities, both at the individual project level and for larger center-level efforts. Diverse fields, including Biological Sciences, Geological Sciences, Materials Science, Art, Philosophy, Policy, Economics, and Environmental Studies, are collaborating on these projects. For example, Dr. Kendra Kaiser (Geosciences) recently secured a $650K NSF grant for a one-year project, with the potential for a four-year, multi-million dollar extension. This community-engaged project involves collaborations with Dr. Wood (Theater, Film, and Creative Writing) and Dr. Parton (Economics).

Enhancing Student Success: COAS SERP Report

COAS completed its college-level Strategic Enrollment Retention Plan (SERP) report. A comprehensive analysis of COAS student data was conducted to identify equity gaps. The resulting 30-page SERP document and 30-page data appendix outline clear priorities and strategies to address these gaps and improve retention and graduation rates within COAS. To support these efforts, a COAS data team was established to provide departments with data and retention support. Additionally, a dedicated COAS SERP lead was appointed to be responsible for assessment, tracking, analysis, and reporting.

Credit for Prior Learning: A New Approach to Student Success

The Interdisciplinary Professional Studies and Bachelor of Applied Science programs piloted a Credit for Prior Learning (CPL) Accelerator workshop series to expand CPL opportunities across all disciplines and enhance student success. The four week intensive series provided faculty with comprehensive training on CPL best practices, including identifying eligible experiences, developing clear documentation processes, and assessing prior learning. Participants also had the opportunity to collaborate with peers and receive individualized support.

Games, Interactive Media, and Mobile: Beyond the Classroom

The Games, Interactive Media, and Mobile (GIMM) program hosted a successful coding camp for incoming freshmen, engaging 24 students in intensive workshops, team projects, and mentorship sessions. The camp effectively fostered student interest and retention, with a majority of participants continuing in the major. GIMM's impact extends beyond campus, as evidenced by collaborations with NASA on the Suits program, the creation of a VR driving simulation for ACHD, a mobile touring app for Gear Up Idaho, and augmented reality applications for various organizations, including the Anne Frank Memorial, the Department of Homeland Security, the Freeman Corporation, and the Boise park system.

Other Examples of Planned or Completed Actions in COAS

MS Geophysics

To enhance the quality of graduate student advising within the Master of Science in Geophysics program, a revised Graduate Composition Policy has been implemented. This change facilitates the inclusion of non-Tenure Track Geoscience faculty members on Graduate Committees and enables them to serve as student advisors. Additionally, research professors have been recruited to provide additional advising support. A formal process has been established to allow faculty from outside the department to serve as advisors, as exemplified by a current Physics Department faculty member advising a PhD student.

Human Environment Systems (HES)

Key accomplishments include the revision and implementation of promotion and tenure and workload policies, the development of core competency areas to inform a comprehensive exam question bank and curriculum revisions, the transition of the HES graduation program to the School of the Environment, the completion of the comprehensive exam question bank, the publication of the HES Graduate Student Handbook, the update of the strategic plan, and the improvement of the HES 500 and 600 curricula.

Curriculum Revision: Bachelor of Arts in Music

The Department of Music is revamping its BA Music degree to be more inclusive of diverse musical abilities and interests. By recognizing the potential of "non-music readers" and embracing technology as a musical instrument, the department aims to create a more innovative and accessible program. A dedicated subcommittee is developing a revised curriculum. The department is also fostering strong partnerships with organizations like Mirror Studios, Ableton Live, and Treefort Music Fest to provide students with valuable real-world experiences.

Open Educational Resources (OER) materials for Department of World Languages

In an effort to reduce costs for students related to textbooks, the French section has begun creating and implementing OER materials that replace the previous textbook in the first four semesters of the language. The first version of the OER Pressbook is complete for 101 and 102 and the OER team is working on the materials for 201 (fall 2023) and 202 (spring 2024). The Chinese section has been working on implementation of OER materials that will replace the current textbook in Chinese 101.

College of Business and Economics (COBE)

Empowering the Next Generation of Business Leaders

COBE actively engages with Idaho employers to address workforce, research, educational, and service needs. This includes leveraging existing partnerships with organizations like the Idaho Small Business Development Center and TechHelp/Studio/Blu to support entrepreneurship and small businesses. COBE's Copper CRM Database facilitates connections between faculty and staff with industry partners, fostering collaboration opportunities. Additionally, COBE faculty integrate real-world case studies and projects from businesses, non-profits, and government into coursework, providing high-impact learning experiences for students and benefiting clients. The Bronco Corps program, initiated during the COVID-19 pandemic, continues to place students in internships with small businesses and non-profit organizations, offering valuable experiences for both students and clients.

Innovation in Career Services and Industry Connections
COBE has embraced innovation by continually developing and implementing new career services programming that prepares students for success in the job search and workplace. Additionally, COBE Career Services has taken the lead in developing the Copper CRM Database, a tool designed to connect COBE faculty and staff with industry partners for potential collaborations, presentations, and research opportunities.

Advancing Knowledge Through Faculty Research

COBE faculty are actively engaged in research, producing high-quality work recognized in their fields. In 2023-24, they published numerous journal articles and book chapters, and presented at various conferences. To support this research, COBE invested significantly in faculty research projects, professional development, and research databases. To streamline research grant administration, COBE and COAS formed a partnership, with COAS administering COBE's research grants in exchange for funding support.

Professional Track MBA

The Professional Track MBA program has successfully transitioned to a compressed cycle with a revised curriculum. Two cohorts, PMBA 10 and PMBA 24, have graduated with impressive cohort graduation rates of 84% and 95%, respectively. The fall 2023 cohort, the first to fully experience the new curriculum, has maintained 100% retention. Course evaluations and student surveys indicate high satisfaction with the curriculum's relevance and applicability. Early recruitment for the PMBA 26 cohort is promising, signaling continued success for the program.

Department of Accountancy

The Department of Accountancy has implemented a scholarship program to support students pursuing advanced degrees in accounting. This scholarship covers the additional costs for in-person Master of Science in Accountancy and Master of Accountancy - Taxation students who earned their undergraduate degrees at Boise State and need to complete 150 credit hours to qualify for the Certified Public Accountant (CPA) exam. The first scholarships were awarded to students who applied in fall 2023 and began their graduate programs in spring 2024.

Department of Economics

The Department of Economics is committed to improving its program assessment reporting process (PAR) and program learning outcomes. To achieve this, the department is developing a more organized and centralized approach to recruiting and deploying teaching assistants (TAs), aiming to enhance the quality of TA services. Additionally, the department plans to utilize the "TA Incubator" program to encourage undergraduate students to consider its 4+1 master's program.

Department of Information Technology and Supply Chain Management (ITSCM)

The Department of ITSCM's flagship majors, Bachelor of Administration in Information Technology Management (ITM) and Bachelor of Administration in Supply Chain Management (SCM), are experiencing renewed growth after a period of decline. A departmental report focusing on major-only classes indicates a 16% and 31% increase in enrollment for ITM and SCM, respectively, in 2023-2024. This growth is attributed to new recruitment efforts. In response to Micron's expansion, COBE and ITSCM faculty have aligned the Supply Chain Program to meet industry needs. COBE's submission to the Boise State CHIPS and Science Act proposal highlights four Supply Chain classes in the Semiconductor for All initiative and identifies others for future inclusion. Micron has recognized BSU's Supply Chain Project as a model for higher education partnerships.

College of Education (COED)

Enhancing COED: Restructuring and Research Support

The COED Dean's Office is undertaking a year-long restructuring initiative to enhance operational efficiency, foster interdisciplinary collaboration, and optimize resource allocation within the college. Additionally, to address the findings of the 2022 Grants Management report, a dedicated COED Office of Research has been established to provide equitable research support, including grant management, to all principal investigators across the college.

Driving Innovation and Improving Student Outcomes

COED has made significant strides in advancing education through various initiatives. Lindsey Turner's $16.1M grant will support innovation in school food systems. Michele Carney and Joe Champion's $1.5M grant will accelerate math learning for Idaho students. To address the need for qualified teachers in rural areas, the college has hired Bethany Gochnour as a clinical instructor and offers the Noyce 2 scholarship and Micron Aspiring Rural Teaching Fellowship. Additionally, COED launched a new Generative AI in Education graduate certificate to meet emerging educational needs. These initiatives align with the COED's goals of improving student outcomes, enhancing teacher preparation, and fostering educational innovation.

CAEP Accreditation and Strong Student-Liaison Relationships

Teacher Education achieved full national accreditation from the Council for Accreditation of Teacher Education Programs (CAEP) with no areas for improvement or stipulations. Exit surveys consistently highlight the positive impact of strong candidate-liaison relationships on candidate satisfaction and professional development during the internship and student teaching semesters.

Bachelor of Arts in Special Education

Program curriculum changes in the teacher preparation program have been approved and are now reflected in the catalog. By restructuring the program into two age bands (P-8 and K-12), the department has seen an increase in overall enrollment. Additionally, feedback from advisors indicates that students now have a clearer understanding of the program's pathways, making it easier for them to navigate their academic journey.

Master of Educational Technology (MET)

Faculty in the MET Faculty program are collaborating on a peer review process to analyze similar programs and develop effective marketing strategies. Additionally, the department has secured a transfer credit agreement with National United University (NUU), with admissions beginning in fall 2024. The newest graduate and undergraduate certificate programs have seen increased enrollment as students become aware of these opportunities.

College of Engineering (COEN)

Enhancing the Student Experience

COEN is committed to enhancing the student experience through efficient advising and strategic recruitment. By improving curriculum navigation and increasing advising appointments, COEN aims to improve student outcomes, such as 4 and 6-year graduation rates and post-graduation employment. To attract and retain students, COEN is actively recruiting from community colleges like CWI and CSI. The college is developing metrics to track student progress through these pathways, and utilizing Slate to monitor interested high school students.

Rural Recruitment and Advising Efficiency

COEN is prioritizing rural recruitment efforts to engage with potential students and parents. By highlighting the value of higher education and career opportunities in engineering and computer science, COEN aims to attract and retain talented students. To better understand and improve student experiences, COEN is in the process of hiring a dedicated data analyst to track key metrics. Additionally, the college is addressing challenges related to intermittent surges in advising appointments, which can lead to longer wait times for students.

Expanding Access and Support for Students

COEN is prioritizing rural recruitment to engage with potential students and parents, highlighting the value of higher education and career opportunities in engineering and computer science. To enhance student experiences, COEN is in the process of hiring a dedicated data analyst to track key metrics and is addressing challenges related to intermittent surges in advising appointments. Additionally, COEN has awarded $395K in scholarships through the NSF S-STEM track 3 award in partnership with CSI and CWI, and has hosted 6 remote recruiting events to reach rural students. To facilitate seamless transfer, COEN has developed degree pathway documents for engineering and computer science programs from CWI and CSI. These initiatives align with COEN's goals of increasing student access and success.

Micron Student Success Center

The Center has implemented several initiatives to enhance student experience and engagement. The COEN Ambassador program has integrated storytelling and community building, while the Visionary Employer Partner Program fosters industry connections. The successful return of the Engineering and Science Festival engaged over 4,000 community members in STEM activities. To improve student support, COEN has streamlined the emergency fund process and partnered with COBE Career Services to provide networking and career development opportunities. These efforts align with COEN's goals of enhancing student success and fostering industry partnerships.

Minor in Computer Science

The minor in Computer Science program experienced a significant increase in enrollment from 18 to 30 students this academic year. Despite a relatively small number of completions in the previous year, the program's minimal resource requirements and growing popularity make it a viable option for the department to maintain.

College of Health Sciences (COHS)

COHS Programs: Nationally Recognized and Top-Ranked

The College boasts several nationally recognized programs, reflecting its commitment to excellence in healthcare education. The Master of Social Work (MSW) online program secured the #1 ranking from both Fortune Magazine and EDUMED. The Adult Gerontology Nurse Practitioner (AGNP) program earned a top 10 ranking from U.S. News and World Report, while the Nursing undergraduate program ranked within the top 50 nationally by the same publication. Additionally, the MS in Respiratory Care program received the

APEX award from the Commission on Accreditation for Respiratory Care and was ranked #1 by EDUMED. Furthermore, the Master of Population and Health Systems Management program was recognized by CAHME/Canon with the Solutions American Award for Sustainability in Healthcare Management Education and Practice. These achievements highlight the exceptional quality of CHS programs across various healthcare disciplines.

Enhancing Occupational Health and Safety in Idaho

The Occupational Health and Safety Program (OSHCon), funded by the Centers for Disease Control (CDC), is housed within the Center for Excellence in Environmental Health and Safety. The program provides essential occupational health and safety consulting, assessments, and training services to Idaho businesses, particularly small and medium-sized enterprises. OSHCon's team of five professionals conducted over 100 site visits in the past year, contributing to a safer and healthier workplace environment for Idaho workers.

Department of Kinesiology

The Department of Kinesiology has experienced significant growth, adding 200 students in the past three years. To accommodate this growth, the department has hired additional faculty and graduate assistants to streamline processes and improve student support. While much of the growth is attributed to the Exercise Science program, programs like K-12 Physical Education are also seeing increased interest. As a result of this growth, Kinesiology is now the third-largest department at Boise State.

Department of Radiologic Sciences

The Department of Radiologic Sciences has successfully revitalized its programs by launching a new online Advanced Medical Imaging (AMI) program. This initiative has significantly expanded the program's reach, attracting a substantial number of students nationwide. With over 500 students currently enrolled or in the pipeline, the AMI program is poised for continued growth. This remarkable transformation is largely attributed to the leadership of Leslie Kendrick and her team, along with the support of COHS and Extended Studies.

K-12 Physical Education and Health

The K-12 Physical Education and Health program has implemented a new advising strategy to improve student retention and enrollment. By directing students to specific faculty advisors the program has seen a significant increase in both applications and declared majors. This proactive approach has led to a doubling of majors since the last program prioritization analysis.

Master of Science in Kinesiology

The Master of Science in Kinesiology (MSK) program, which was previously flagged for low graduation numbers, has implemented curriculum revisions and enhanced recruitment strategies to boost enrollment. These initiatives include targeted recruitment efforts at workshops and career fairs, website updates, and increased graduate assistant stipends.

School of Nursing - Adult-Gerontology Nurse Practitioner Certificate Program

Final admissions for the primary care certificate took place in spring of 2023, and the final admissions for the acute care certificate took place in the spring of 2024. These changes address objectives outlined in the College of Health Sciences three-year plan, including a mandatory accreditation move of nurse practitioner training to the doctoral level that will also include adding family and psychiatric nurse practitioner programs.

College of Innovation and Design (CID)

Collaborations and Initiatives

The College has collaborated with various campus units to conduct surveys, collect data, recognize innovation, facilitate an AI initiative, and research the Future of Work. Additionally, the Venture College has strengthened its partnership with the College of Business and Economics (COBE) to enhance its Incubator program by leveraging COBE's instructional support.

Driving Innovation and Student Success

The College has made significant strides in innovation, research, and student success. Key accomplishments include the launch of a new School for the Digital Future, and the successful graduation of students from key programs. Additionally, CID has fostered innovation through initiatives like the Innovation Incubator and Presidential Innovation Awards, and has collaborated with campus partners on an AI for All initiative.. Furthermore, CID has strengthened its community partnerships, including collaborations with the City of Boise and Trailhead, and has secured a sponsorship agreement with HP for the Esports program.

Innovation and Design Undergraduate Certificate

The program has implemented several initiatives to improve student success and program quality. These include monitoring certificate completion rates, updating and retiring courses, launching an online community, and enhancing student support services. The department has also focused on improving student engagement through the student work showcase and has actively participated in on-campus recruitment events

Other Examples of Completed Actions in CID

The Games, Interactive Media and Mobile technology and Human-Environment Systems programs have transitioned to the College of Arts and Sciences to leverage additional resources and support for future growth.

The College collaborated with diverse campus units to administer surveys, collect data, recognize innovation, facilitate an AI initiative, and conduct research on the Future of Work.

School of Public Service (SPS)

Enhancing Student Success through Experiential and Career Learning

SPS established experiential and career learning as a signature element of its degrees. SPS is positioning itself as a center of excellence in the university in the charge to guarantee high impact experiential and career learning (ECL) opportunities for every student in our public service programs. SPS took strategic actions to propel ECL as a signature element of SPS degree programs. Through strategic investments in staffing for ECL, combined with our incredibly deep community partner relationships, and a longstanding tradition of experiential and career-focused public service education, our efforts will facilitate student success and retention generally but particularly for students targeted in the Strategic Enrollment and Retention Plan (SERP).

Frank Church Institute

In 2023, the Frank Church Institute's Model United Nations program hosted 230 Idaho high school students on a three-day campus event. The program provided hands-on learning opportunities for students to address pressing global issues through diplomacy and civil discourse, fostering connections with Boise State University.

High-Impact Learning Opportunities in Washington D.C.

SPS has launched a new semester-in-DC program, the (student named) Capital Connection Program. This program offers a unique opportunity for students to gain valuable hands-on experience through internships in Washington, D.C. The program includes professional development seminars, online coursework, and mentorship from alumni, providing a comprehensive learning experience. The inaugural cohort of eight students secured internships with prestigious organizations such as the offices of Idaho's Congressional delegation and the National Institute for Civil Discourse.

New Programs to Support Critical Workforce Demands

The School has launched two new programs to address critical workforce needs. The online Certificate in Planning will equip students with the skills necessary to meet the demands of growing communities, while the interdisciplinary Master of Environmental Management program will prepare future leaders to tackle complex environmental challenges. These programs will enhance student preparation and employability in public service fields.

Pre-Law Advising Program

The School has established a comprehensive pre-law advising program to support students interested in pursuing legal careers. By hiring a dedicated pre-law advisor and organizing events like the Law School Fair, SPS is providing students with the resources and guidance they need to succeed in their law school applications and beyond.

Master of Arts in Criminal Justice

The Department of Criminal Justice has implemented strategies to increase enrollment in the master's program. These include targeted recruitment efforts within the Criminal Justice student groups, the development of promotional materials, and participation in relevant conferences. Additionally, the department is focused on attracting students from outside Boise State and improving the quality of promotional materials to enhance the program's visibility and appeal.

Non-Instructional College Program Prioritization Updates

Extended Studies

Extended Studies has significantly impacted higher education by serving over 5,400 online students, 7,000 concurrent enrollment students, 15,000 campus-based online students, and 1,500 Osher members. The division has also increased summer sessions enrollment to over 10,000 students annually. By leveraging entrepreneurial funding models, Extended Studies has incentivized academic departments to meet student demand. This integration highlights how eCampus's efforts directly contributed to the overall growth in online enrollment, which was a key factor in preventing a decline in university-wide enrollment.

Enhanced University Enrollment

- Facilitated the generation of 104,658 credit hours in fall 2023, comprising 39% of the university's total credit-hour generation.
- Drove significant growth in online programming in spring 2024:
  - eCampus significantly enhanced its support for faculty, offering:
    - Expanded professional development opportunities in online course design, open education resources (OER), Artificial Intelligence, and other relevant distance education topics
    - Increased individualized services and support
- Concurrent Enrollment and Community Educational Outreach play a significant role in expanding access to higher education, particularly in rural Idaho.

Innovative Partnerships and Programming

- With its expertise in both online and noncredit programming, Extended Studies is working with academic departments to extend access to new audiences.
- Partnering is in the DNA of Extended Studies, as every program offered for academic credit is done in partnership with an academic college. Moreover, Professional and Continuing Education as well as Community Impact Programs revolve around partnerships with businesses and/or communities. These partnerships can be expanded to greatly increase the university's impact.

Graduate College

Advancing Graduate Education at Boise State

- Enhanced Doctoral Program: Successfully hosted an external review for the College of Engineering's new PhD in Engineering program and submitted the proposal to the State Board of Education.
- Strengthened Graduate Student Recruitment: Launched the Graduate Student Ambassadors program to improve recruitment efforts and responsiveness to applicant inquiries.
- Recognized Graduate Student Excellence: Hosted the annual Graduate Student Showcase and Awards Celebration, honoring outstanding graduate students and awarding significant cash prizes.
- Improved Graduate Student Housing: Secured dedicated on-campus housing for incoming graduate students through a partnership with Housing and Residential Life.
- Achieved Excellence in Graduate Student Research: Garnered top honors in both the Idaho and Western Association of Graduate Schools Three Minute Thesis competitions.

Key Process Improvements and Restructuring

- Admissions and Degree: Streamlined application processing and reduced turnaround times for fully-online graduate programs through the use of the Slate application tool.
- Curriculum and Policy: Implemented a more efficient curriculum management process using Kuali and streamlined the Graduate Council structure.
- Graduate Student Success Center: Optimized support services for graduate students by leveraging graduate teaching assistants for writing and tutoring.
- Recruitment and Admissions: Expanded recruitment efforts through strategic partnerships with academic departments and programs, and increased staffing to attract high-quality graduate applicants.

Honors College

The Honors College has made significant strides in recent months. A new lunch program has been initiated to foster connections between disciplinary deans and Honors students, and a new staff member has been hired to enhance data management and administrative tasks. A substantial $300,000 endowment pledge was secured in December 2023 to support Honors scholarships, and a Basque study away program was approved. Additionally, the college is actively working to streamline the Honors curriculum to improve retention and completion rates, particularly addressing the "sophomore melt" through a dedicated sophomore course. Staff responsibilities are being reorganized to accommodate new team members, and two signature study away experiences are being developed in London and the Philippines.

Positive Trends

- Strong First-Year Retention: The program has seen a significant increase in first-year retention, reaching 96.3% for the current cycle.
- Increased Graduation Rates: Graduation rates have steadily improved, with a projected 138 graduates this spring.
- High Student Satisfaction: Students are highly satisfied with the program, as indicated by positive course evaluations, successful Honors experiences, and positive student-staff interactions.
- Robust Co-Curriculum: The program offers a diverse range of academic, social, and service events, attracting a significant number of students.
- Fundraising Success: The program has secured nearly $500,000 in private funding.
- National Recognition: Students continue to excel in national competitions, with multiple Fulbright semi finalists, a Truman finalist, and several other competitive awards.

Challenges

- Declining Six-Year Completion Rate: Despite the positive trends, the overall six-year completion rate from the Honors program has decreased by over 10%.
- Impact of External Factors: While the Honors program contributes to student success, external factors also play a role in graduation rates.

Overall, the program is demonstrating success in attracting and retaining students, fostering a positive student experience, and achieving national recognition. However, there is a need to address the declining six-year completion rate to ensure long-term success.

College Administrative Units

College of Arts and Sciences

Biomolecular Research Center

The Boise State Research Initiative (BRI) has significantly contributed to the advancement of biomedical research at Boise State University since 2001. Through faculty career development programs, student mentorship, and financial support for research projects and conference travel, BRI has empowered researchers to establish independence and make significant contributions to the field. The initiative has supported over 550 students and 80 faculty members, fostering a collaborative research environment. As a result, NIH funding at Boise State has increased, and researchers have published over 200 peer-reviewed articles addressing various public health issues. The program has also been instrumental in developing the next generation of scientists, with approximately 40% of participating students pursuing advanced degrees.

College of Business and Economics

TechHelp Idaho

TechHelp Idaho has successfully delivered products and services that have resulted in significant economic impact across 21 Idaho counties, particularly benefiting small, rural, and startup manufacturing companies. Key factors contributing to this success include strong partnerships with academic institutions and industry organizations, consistent economic impact statewide, the development and deployment of innovative programs, experiential learning opportunities for students, and effective financial management.
TechHelp assesses its performance in four key areas: economic impact, market penetration, customer

satisfaction, and financial performance. The center consistently exceeds its annual goals for economic impact, generating over $100 million in sales, savings, and investments, and creating and retaining over 500 jobs. TechHelp also maintains high customer satisfaction and market penetration rates. Financially, the center is self-funded and generates significant revenue, including matching over $1 million in federal awards.

Idaho Small Business Development Center (SBDC)

The Idaho SBDC has consistently outperformed its performance goals. This quality team forms relationships with Idaho businesses that work well. Additionally, the collaborative team approach to leadership at the state level keeps regional leaders engaged and motivated.

The unit's strategic plan is updated each year and includes three major categories:

1. Network Reach and Sustainability
2. Organizational Effectiveness
3. Employee and Team Development

The result of this plan is the development of statewide strategies to affect these goals in positive ways. Once the strategies are formed, team leaders develop annual action plans to implement on-the-ground executable tasks that flow up to the goals.

College of Education

Center for STEM Curriculum and Professional Development

The Center for STEM Curriculum and Professional Development (CSCP) has demonstrated significant impact through its partnerships with K-12 schools and districts, particularly in rural communities. In 2023, CSCP projects served over 1,000 educators through various initiatives, including iSTEM Summer Academies, Math Education projects, and SESTA. Additionally, CSCP's summer programs for students, such as Summer Academy camps and PREP Academy, reached hundreds of young learners. The center's success is reflected in positive sponsor feedback, timely completion of deliverables, and effective fiscal management. CSCP has also made significant strides in improving its internal operations. The center has increased collaboration among project directors and principal investigators, ensuring seamless administrative functions after the departure of the Associate Director, and maintained a fiscally responsible approach to ensure a reserve operating account.

College of Engineering

Micron Student Success Center

The College of Engineering has taken several steps to enhance student experiences and foster community engagement. By embedding storytelling and community building into the COEN Ambassador program, the college aims to strengthen the connection between students and the institution. Additionally, the launch of a visionary Employer Partner Program, in collaboration with COEN Advancement, will foster stronger industry partnerships. The successful hosting of the Engineering and Science Festival engaged over 4,000 community members in STEM activities, promoting STEM education and outreach. To ensure students receive timely financial assistance, the college has streamlined the COEN Student emergency fund issuance process, allowing for better data tracking and donor impact reporting. Finally, by partnering with industry and COBE Career Services, the college provides students with valuable networking and career development opportunities.

College of Health Sciences

Center for Health Policy

The Center for Health Policy (CHP) has made significant strides in rural health care research, developing and implementing the HPERC APGAR tool to assess community readiness for health-related student placements. This tool has been successfully used in Montana and North Dakota. Additionally, CHP researchers have developed an APGAR tool to measure CEO recruitment and retention in rural areas and are currently deploying it in North Dakota. In the realm of international research, CHP has collaborated with Australian partners to develop and implement an APGAR tool for pharmacists, resulting in peer-reviewed publications and presentations. The center continues to support a long-term rural nursing project in Australia. In the area of maternal and child health, CHP researchers have secured significant funding for projects evaluating maternal home visitations and addressing other maternal and child health issues. The CHP is committed to expanding its research capabilities and ensuring a smooth leadership transition as the current Director approaches retirement.

College of Innovation and Design

Venture College

During the last couple of academic years, Venture College exceeded its goals, successfully reaching students across Boise State's campus and Idaho. The hybrid model for pitch competitions expanded the program's reach, providing more opportunities for students to connect with mentors and advance their ventures. Key goals for the future include building stronger relationships with higher education institutions statewide, increasing industry partnerships, and developing a system to support student participation in external competitions. This will further enhance student opportunities and increase the overall impact of Venture College. Additionally, Venture College has experienced significant growth, both in the number of students participating in programs and the number of new business ideas launched.

School of Public Service

Andrus Center for Public Policy

In August 2022, the Andrus Center welcomed Dr. Emily Wakild as the Cecil D. Andrus Endowed Chair for Environment and Public Lands. As Andrus Center Endowed Chair, Dr. Wakild has been advancing the Environment and Public Lands mission of the Center, including the scholarship and development of the university's students interested in these areas of study.

The inaugural John Freemuth Student Congress, held in October 2022, brought together a diverse group of undergraduate and graduate students from across the nation to focus on wildland fire management. This event, a collaborative effort between the Andrus Center, the Public Lands Foundation, and the National Association of Forest Service Retirees, honored the legacy of John Freemuth. The student-authored report, presented in Washington D.C., showcased the caliber of the program. The 2024 Congress delved into public lands policy issues related to renewable energy, with a focus on climate change, decarbonization, and energy production and transmission. Selected students will engage in field work and policy discussions, culminating in a student-authored report presented to federal land management agency heads.

The Andrus Center has been actively working to establish a sustainable student program focused on environmental and public lands careers. The goal is to raise $850,000 to fund a Program Coordinator position and make the program self-sustaining through fees and sponsorships. To date, over $350,000 has been raised.

Albertsons Library

The Albertsons Library has been actively working to enhance its resources and services to better support students, faculty, and staff. By collaborating with other colleges and peer institutions, the library has identified significant gaps in its collection and advocated for a student Library fee to address these shortcomings, which was approved by the State Board of Education in the April 2024 Board Meeting.

Additionally, the library has implemented strategic space management initiatives to create a more welcoming and inviting environment, leading to a significant increase in library usage. Through partnerships with the Bronco Learning Commons, the Library has hosted successful social events, such as the Bronco Social, to foster community and student engagement. The Library is also investing in its technical infrastructure and staff to improve access to electronic resources and enhance career development opportunities for student employees.

Organizational Restructuring

- Realigned staff positions and reallocated resources
- Streamlined workflows and eliminated redundancies
- Consolidated contract review processes
- Realigned public services units and cross-trained staff
- Increased student employee positions and pay
- Relocated MakerLab equipment and increased visibility
- Increased partnership with Advancement and Dean of Students

Process Improvements

- Engaged the Office of Continuous Improvement to identify inefficiencies.
- Improved invoicing and payment processes
- Restructured Acquisitions and Collections Department
- Enhanced technical services through restructuring and hiring
- Implemented a new Integrated Library Platform
- Activated a Library assessment team to identify collection gaps
- Investigated funding mechanisms to address collection gaps
- Advocated for a library fee and explored textbook licensing options

Student Engagement and Support

- Increased library usage and foot traffic
- Implemented a Research Information Management System (RIMS)
- Hosted events and workshops to engage students
- Increased visibility and access to library services

Divisional Updates

Division of Finance and Operations

Office of Information Technology (OIT)

Boise State University's IT department has made significant progress in several key areas. These initiatives aim to improve efficiency, security, innovation, and support for students, faculty, and staff at Boise State University.

- Student Success: Implemented the first phase of the Salesforce Student Success Hub to support general advising.

- IT Consolidation: Consolidated support services for the Departments of Geoscience, Luminary, and Art, and streamlined classroom technology support and replacement rotations for the College of Arts and Sciences.
- Network Infrastructure: Expanded network redundancy and made architectural improvements to support modern educational needs, research, and cloud access. Successfully migrated to Nutanix, enhancing the university's IT infrastructure.
- Identity and Access Management: Initiated a multi-year plan to modernize user authentication and access control, moving towards a cloud-based Active Directory for a more sustainable and secure future.
- Data and Analytics: Implemented a next-generation data and reporting infrastructure to support critical operational and strategic decision-making. Created a one-stop reporting gateway to access university student, financial, and operational data.

Capital Planning and Space Management

Completed Projects:

- Lusk Neighborhood Joint Project: A pre-development agreement has been finalized with a selected development team, and extensive planning efforts have been undertaken.
- EHAP Program: A public-private partnership agreement is in place to deliver 31 new workforce housing units, and the project is currently in the design phase.
- Campus Master Plan Update: A consultant has been selected and is actively gathering data and conducting outreach.
- Pre-Planning for New Science Research Building: Pre-planning efforts are underway, with a focus on defining interfaces and coordination between the Architecture, Engineering, and Construction Services Management (AES) and Campus Planning and Space Management (CPSM) units.
- Space Allocation and Utilization: Ongoing discussions with the Division of Research and Economic Development (DRED) are taking place to refine space allocation standards and guidelines to accommodate remote and hybrid work.

Personnel: Two key positions have been filled, and position descriptions have been updated.

President's Office

ExtraMile Arena

ExtraMile Arena has made significant contributions to student success, community engagement, and operational excellence. The Arena has increased student employment and volunteer opportunities, supported major campus events like Convocation, Move-In Day, and Commencement, and hosted a diverse range of events, including athletic competitions, concerts, and community gatherings. The Arena's partnership with AEG to host the Luke Combs concert demonstrated its ability to attract large-scale events and contribute to the local economy. By prioritizing student engagement, fostering community partnerships, and delivering high-quality events, the Arena has solidified its position as a vital asset to Boise State University and the surrounding community. Additionally, the Arena has made strides in employee development, overcoming staffing challenges, and improving service levels. While there are opportunities to enhance certain aspects of the guest experience, such as restroom and food & beverage services, and parking and traffic flow, the Arena is actively working to address these areas and maintain its position as a premier venue.

The Arena has also played a key role in supporting the university's fundraising efforts and community engagement initiatives. It hosted the Unbridled Donor Cultivation event, which kicked off the public portion of the university's fundraising campaign. Additionally, the Arena attracted large crowds to concerts featuring popular artists, contributing to the local economy and enhancing the university's reputation. By leveraging its industry relationships and expertise, the Arena has successfully positioned itself as a premier venue for a wide range of events.

Furthermore, the Arena has generated significant revenue through ticket sales, with over 104,675 tickets sold for a gross of $6.24 million+ during the fiscal year. This revenue has contributed to the overall financial health of the Arena and supported its ongoing operations and improvements.

Division of Student Affairs and Enrollment Management

Career Services

The Career and Professional Development Center (CAP) has made significant strides in enhancing student career readiness. By focusing on these areas, CAP has empowered students to achieve their career goals and make a positive impact. Key achievements include:

- Expanding Career Readiness Education: CAP has integrated career readiness education into academic curricula, increased outreach efforts, and provided one-on-one counseling to students.
- Enhancing Experiential Learning: The center has expanded internship and work-study programs, offering stipends and scholarships to increase student access.
- Strengthening Employer Partnerships: CAP has engaged with over 770 employers to provide students with valuable networking and job opportunities.
- Supporting Student Success: The center has collaborated with other campus units to support student success initiatives, such as Convocation, Move-In Day, and Commencement.

Financial Aid and Scholarships

The Financial Aid Office has made significant strides in improving efficiency and effectiveness. These improvements have positively impacted student services and operational efficiency. Key accomplishments include:

- Streamlining Processes: Re-engineered systems for Satisfactory Academic Progress (SAP) evaluations and scholarship reporting.
- Implemented a team-based approach for supporting Extended Studies students, reducing processing times for alternative loans, and standardized verification processes.
- Enhancing Student Support: Assisted Student Basic Needs with outreach to eligible students for SNAP benefits.
- Improving Communication: Developed a procedure directory for transparency and easy access to information.

Campus Recreation

Campus Recreation has made significant strides in enhancing student engagement, fostering community partnerships, and generating revenue. In 2023, the department successfully implemented the Summer Youth Sports Program, expanded club sports fundraising efforts, partnered with ExtraMile Arena for intramural basketball championships, and hosted the popular Yoga on the Blue event. These initiatives have contributed to the overall well-being of the campus community and strengthened the reputation of Campus Recreation as a vital resource for students, faculty, and staff.

Additionally, Campus Recreation has made significant improvements to its facilities and services. The replastering of the swimming pools ensures their longevity and compliance with safety regulations. The partnership with St. Luke's Medical Center provides enhanced athletic training services for club sports and Rec Center members. Additionally, the implementation of a Customized Training Program offers personalized fitness guidance to students and members. These improvements contribute to a positive and supportive fitness environment for the campus community.

Center for Service and Leadership

The Center for Service and Leadership has made significant strides in enhancing student engagement in service and leadership opportunities. These initiatives have empowered students to develop leadership skills, engage in meaningful service, and make a positive impact on their communities

Service:

- Increased participation: The center successfully increased participation in service programs by 23% in 2023 and expanded local service project offerings by 28.6%.
- Expanded Alternative Break Programs: The center piloted a fall Alternative Break program, partnering with local organizations such as St. Vincent de Paul, the Boise Farmers Market, the Idaho Food Bank, and Boise State's Food Pantry.

Leadership:

- Enhanced Leadership Programs: The center rebuilt leadership program availability and capacity, resulting in a 65% retention rate for LeaderShape participants and a 38.3% increase in registrations for Catalyst leadership workshops.

Division of Research and Economic Development

The Division of Research and Economic Development (DRED) has successfully secured major sponsored projects, including a $24M NSF-EPSCoR award for energy-water system resilience, a $6M NSF Accelerating Research Translation TRANSFORM award, a $2M DOE award for consent-based siting, and a $4.5M DOE EPSCoR Phase III for qDNA. These initiatives, involving partnerships with diverse stakeholders, aim to bridge the gap between research and real-world applications, contributing to economic development and societal impact.

DRED's commitment to excellence is further demonstrated by its focus on:

- Fostering Industry Partnerships: Developing innovative strategies to attract industry-sponsored research, including updated agreement templates and a unique intellectual property assignment process.
- Enhancing Operational Efficiency: Implementing new systems and streamlined processes to improve efficiency and reduce administrative burdens.
- Developing Research Talent: Investing in talent development and career pathways, creating opportunities for growth and advancement within the division.
- Promoting Interdisciplinary Research: Catalyzing interdisciplinary collaboration and innovation through the Grand Challenges initiative.

Center for Research and Creative Activity

The Center for Research and Creative Activity (CRCA) has made significant strides in advancing research and creative activity. Key accomplishments include:

- Enhanced Proposal Support: The CRCA has invested in front-end strategy and proposal support, assisting investigators and teams in securing funding.
- Expanded Professional Development: The center has developed and implemented a variety of professional development opportunities to enhance the research skills of faculty and staff.
- Supported Interdisciplinary Research: The CRCA has awarded five Grand Challenge Teams to catalyze interdisciplinary research in key thematic areas.
- Improved Efficiency: The center has streamlined processes and implemented new tools to enhance operational efficiency and support faculty research efforts.
- Enhanced Communication and Collaboration: The center has implemented a regular training calendar, coordinated funding opportunities, and fostered collaboration between researchers and administrators.

IDAHO DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Idaho Division of Career Technical Education (Division) – Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Annual Planning and Reporting
Chapter 22, title 33, Idaho code

BACKGROUND/DISCUSSION

Chapter 22, Title 33, Idaho code, establishes the State Board for Career Technical Education, authorizes the Board to appoint an administrator to the State Board for Career Technical Education, establishes the Division of Career Technical Education and defines career technical education and the career technical education delivery system in Idaho. The Division of Career Technical Education serves as the administrative agency, under said Administrator, for the Board and is responsible for the administration of Idaho's career technical education system and implementing the Board's policies and state and federal laws relative to career technical education. The Division provides leadership, administrative and technical assistance, and oversight for career technical education programs in Idaho's public secondary (grade 7 through 12) schools and technical colleges on behalf of the Board.

For FY 2025, the Division is responsible for approximately $57.2M in funding for postsecondary programs, $27.5M for secondary and general programs (including CTE educator preparation), and an additional $6.6M toward related programs such as adult education, workforce training centers, Centers for New Direction, apprenticeship programs, fire service training, and the STARS motorcycle training program. The Divisions annual report, see Attachment 1, provides details of program operations as well as program highlights and success stories.

In addition to the Division's Board approved strategic plan, the Division has developed an operational framework, see Attachment 2, through stakeholder feedback, designed to help identify and implement strategies to move the needle on the Board's strategic goals, as they relate to career technical education. The operational framework is a living document that is reviewed annually and updated based on continued stakeholder feedback and progress of the various strategies.

IMPACT

This annual report serves to provide a state of the Division update and inform the Board of the Division's annual priorities in alignment with the Board's strategic plan and how they are, and will be, used to guide the Division's work.

ATTACHMENTS

Attachment 1 – Idaho Division of Career Technical Education 2024 Annual Report
Attachment 2 – Idaho Division of Career Technical Education Operational Plan
Attachment 3 – Idaho Division of Career Technical Education Board Presentation

BOARD ACTION

This item is for informational purposes only.

IDAHO
Division of Career Technical Education

ANNUAL REPORT 2024

We prepare Idaho's youth and adults for high-skill, in-demand careers.

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IDAHO
Division of Career
Technical Education

Highlights

The Idaho Division of Career Technical Education (IDCTE) made significant strides in fiscal year 2024, enhancing support for educators and learners while strengthening partnerships with employers. These initiatives have fostered a more robust and responsive career technical education (CTE) system across the state.

Implemented the First Steps Standards Professional Development Course

IDCTE launched a professional development course to prepare educators to help students in grades seven and eight get the most out of their career exploration course. Statewide, 419 educators completed the course, which represents 67% of schools and 71% of local education agencies (LEAs) that offer courses in grades seven and eight.

Increased customer satisfaction

IDCTE achieved a notable increase in customer satisfaction through enhanced communication and support services, ensuring a positive experience for learners, teachers and employers alike.

Improved employer engagement

IDCTE strengthened relationships with local employers, continuing to better align educational programs with workforce needs and ensure learners are job-ready upon graduation.

Increased collaboration with partner agencies for apprenticeships

IDCTE fostered greater collaboration with partner agencies, expanding apprenticeship opportunities that connect learners with hands-on experiences in their chosen fields.

Supported new CTE teachers through First Camp

IDCTE supported the growing number of new CTE teachers through InSpIRE Ready! and First Camp new teacher training programs and offered resources and mentorship to foster confidence and effectiveness in the classroom.

Expanded staffing to support educators

During the 2024 legislative session, IDCTE was provided three additional positions to better assist new CTE teachers, providing them with the necessary resources and mentorship to help them be successful in their roles.

Expanded Adult Education through new Integrated Education and Training Programs

IDCTE launched innovative Integrated Education and Training (IET) programs, resulting in participants earning $2,000 more per quarter than nonparticipants, significantly boosting their financial stability, career prospects and contribution to Idaho's economy.

Increased the number of CTE diplomas issued

IDCTE experienced a 98% increase over three years in Workforce Readiness and Career Technical Education Diplomas issued during the 2023-2024 school year, reflecting the dedication to equipping learners with essential skills for future careers.

Program awards

CYBERSECURITY PATHWAY

SCHOOL DISTRICT 91'S CAREER AND TECHNICAL EDUCATION CENTER

GRAPHIC COMMUNICATIONS PROGRAM

LEWIS-CLARK STATE COLLEGE

This innovative program stands out for its robust curriculum, which includes dual enrollment with the College of Eastern Idaho (CEI). While still in high school, students can earn college credits in key courses such as Computer Essentials, Operating Systems Essentials and Fundamentals of Network Security. The pathway emphasizes practical experience through internships, with six students interning at the Idaho National Laboratory's Cybercore and three securing positions with Frontline Cyber.

In addition to gaining valuable hands-on experience, students can earn industry-recognized certifications like CompTIA A+ and CompTIA Security+, significantly enhancing their competitiveness in the job market. The program integrates hands-on labs and collaborative projects with industry partners, ensuring students develop essential skills for successful careers in cybersecurity. Moreover, the pathway has excelled in national competitions like CyberPatriot, consistently achieving top rankings and highlighting students' capabilities.

A strong focus on opportunities for learners has led to a 25% increase in overall enrollment and a doubling of female enrollment. Female students have taken the initiative to establish the first high school chapter of Women in Cybersecurity, promoting empowerment in the field. The program's success is evident in the stories of alumni who've secured lucrative positions with industry partners, highlighting its role in launching successful careers.

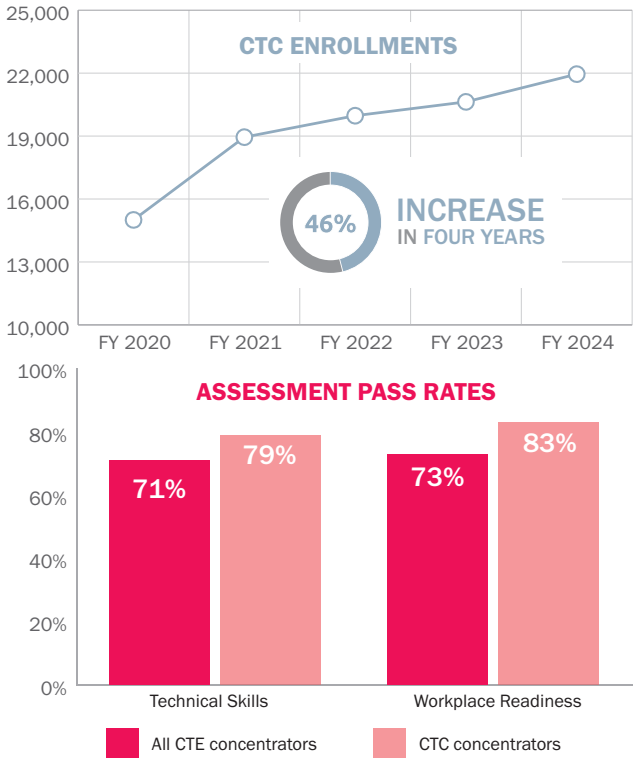
As one of the few programs in the nation integrating design and print production, Lewis-Clark State College's (LCSC's) program boasts the only packaging design curriculum in the Northwest. This unique combination provides students with adaptable options to thrive in the creative industries, equipping them with a diverse skill set that meets the evolving demands of the field.

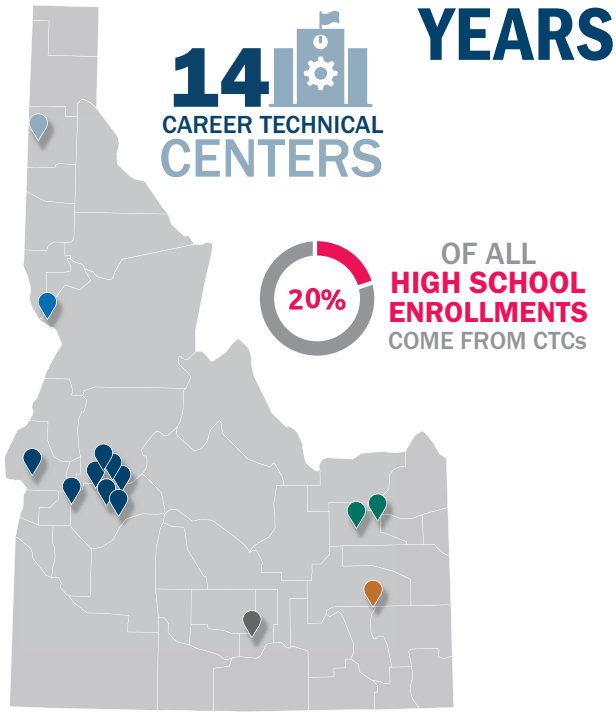
Service learning is a key program component, allowing students to engage in community projects within a live shop environment that mimics real-world industry settings. Under the guidance of experienced instructors and the print shop coordinator, students collaborate with community organizations with specific creative needs and limited budgets. This hands-on approach enhances students' creative, technical, and professional skills and fosters a sense of community engagement and responsibility.

The program's cutting-edge production lab, which offers invaluable hands-on experience, further bolsters student success. The combination of lab work and internships—both on and off campus—ensures that students are well-prepared to become immediate and impactful contributors to the industry. With a high placement rate, the program diligently supports students in executing creative and technically sound projects, paving the way for rewarding careers in graphic communications.

Career technical centers celebrate milestone anniversary

Celebrating 25 YEARS





2024 marks the 25th anniversary of career technical centers (CTCs) in Idaho, highlighting their evolution and significant impact on CTE in the state. Pursuant to Idaho Code § 33-1002G and IDAPA 55.01.03.102, LEAs and cooperative service agencies must meet several criteria to qualify as a CTC. They must operate separately from other schools, have dedicated administration, offer state-of-the-art programs that prepare high school students for in-demand occupations and include opportunities to earn postsecondary credit. CTCs must also adhere to state standards, undergo a year-long planning process before opening and partner with local industries to ensure their programs remain relevant.

When CTCs were established in the 1998-1999 school year, the CTE landscape was quite different. Initially referred to as career technical schools, this framework encouraged educational programs to collaborate and share resources to enhance CTE offerings. Such partnerships facilitated the development of programs aligned with local industry demands, provided professional development for educators and strengthened connections between schools and businesses.

Each CTC has developed unique characteristics based on its location, administration and funding models. For example, the COSSA Regional Technology and Education Center in Wilder serves a regional population, transporting students from various districts to a central facility. In contrast, the Dennis Technical Education Center in Boise operates within a single district, providing local transportation for its students from high schools within the school district.

As CTCs celebrate this milestone, we reflect on their adaptability in response to evolving community needs. These centers have established themselves as vital components of Idaho's educational landscape, preparing students for careers in a dynamic economy. The success of CTCs is evidenced by their innovation and the expansion of programs that meet the demands of current and emerging occupations.

Looking forward, CTCs will continue to play a pivotal role in providing meaningful pathways for students. Committed to delivering high-quality, state-of-the-art programs and services, these institutions will remain cornerstones of CTE, preparing future generations for success in an ever-evolving job market.

BPA national champion pursues a career in education

In 2022, Sandpoint High School graduate Colton Moore embarked on an unexpected journey that would reshape his future. As the editor of his yearbook, he learned how to use industry-standard software like the Adobe Creative Suite. Although he had dabbled in photography and graphic design, business education wasn't initially on his radar. That changed when his school's CTE teacher and Business Professionals of America (BPA) advisor, Melinda Nieman, encouraged him to join BPA and compete in the statewide Desktop Publishing competition during his senior year.

"As a student, I was always striving for the best and focused on achieving the highest grades, whether in AP classes or yearbook. I think that mindset made me hesitant to join BPA," said Moore. "I worried I might not meet my own high standards in the competitive setting."

Despite his initial reservations, Moore quickly discovered that he had nothing to fear. That year, he took first place in the Desktop Publishing competition at the BPA National Leadership Conference (NLC) in Dallas. His experience at the state and national levels opened his eyes to the potential for learning and connecting with like-minded individuals.

"I realized it was about engaging with others, learning together, and sharing experiences, not just competing," said Moore.

This realization was pivotal in changing his trajectory. Initially aiming to become a creative director in the business world, Moore shifted his focus to pursuing a degree in business teacher education after witnessing the value of collaboration and mentorship.

Following graduation, Moore began his academic journey at North Idaho College (NIC), where he engaged deeply with the campus community as a college ambassador. He appreciated the small class sizes and interactive learning environment, realizing through this experience the unique strengths of community colleges. After earning his associate degree, Moore transferred to the University of Idaho, where he is now a junior completing a bachelor's degree in business and marketing education. He currently serves as the president of the University of Idaho's postsecondary BPA chapter and plays an active role in organizing the region's high school BPA event held on campus.

> Students need these skills to succeed in both personal relationships and professional settings, particularly for those aspiring to leadership roles in business and marketing."
>
> –Colton Moore, business and marketing education major, University of Idaho

In addition to his academic pursuits, Moore is already making strides in his professional journey by securing a paid internship with CharacterStrong, a Tacoma-based company that develops character education content for schools.

"In CTE, soft skills, such as conflict resolution and responsibility, are as important as technical skills," said Moore. "Students need these skills to succeed in both personal relationships and professional settings, particularly for those aspiring to leadership roles in business and marketing."

Moore credits several mentors for shaping his educational journey. Although he didn't take a formal class with Nieman, her passion for teaching and encouragement sparked his interest in the field.

"Kevin Hutchins, my yearbook advisor for two years, was also a mentor throughout high school," said Moore. "We had many great discussions about business, marketing and education, which inspired me to become a business teacher."

Moore hopes to inspire future students in the same way his mentors inspired him.

"I can't wait to bring these experiences and teaching methods into my classroom," said Moore.

WHAT ARE CAREER TECHNICAL STUDENT ORGANIZATIONS?

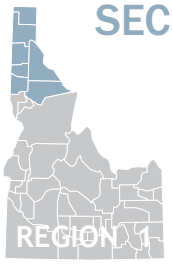
Career technical student organizations (CTSOs) play a vital role in enhancing the educational experience of students enrolled in CTE programs. These organizations provide students with opportunities to develop leadership skills, engage in hands-on learning and network with industry professionals. By participating in CTSOs, students can apply the skills they learn in the classroom to real-world scenarios, further reinforcing their understanding of their chosen fields.

In Idaho, there are seven CTSOs aligned with their respective program areas: BPA and DECA align with Business and Marketing Education; Family, Career and Community Leaders of America (FCCLA) aligns with Family and Consumer Sciences and Human Services (FCSHS); FFA aligns with Agriculture, Food and Natural Resources; HOSA aligns with Health Professions and Public Safety; SkillsUSA aligns with Trades and Industry, and Technology Student Association (TSA) aligns with Engineering and Technology Education. These organizations often host competitions, conferences, and workshops, allowing students to showcase their skills and gain recognition for their achievements.

Additionally, CTSOs encourage community involvement and service, teaching students the importance of civic responsibility and leadership. Members frequently participate in community service projects, which enhance their resumes and provide practical experience in project management.

In summary, CTSOs enrich the CTE experience by promoting skill development, leadership and networking. Through active participation, students are better prepared for successful careers, making CTSOs an essential component of CTE.

SECONDARY



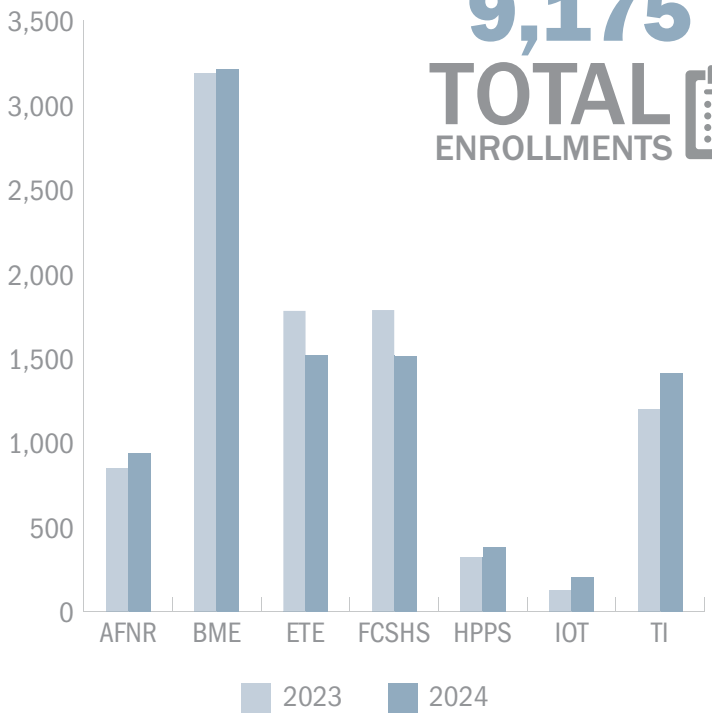
597 CTE CONCENTRATORS

104 TOTAL PROGRAMS

14% INCREASE OVER FY 2023

9,175 TOTAL ENROLLMENTS

1,387 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

17 LEAs

65% WERE RURAL

65% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

129 CTE DIPLOMAS AWARDED

AS REPORTED BY LEAs

TECHNICAL COLLEGE—NORTH IDAHO COLLEGE

47
Active programs

1% DECREASE OVER FY 2023

566
Students enrolled in CTE programs (headcount)

11,742
Year-end credits

194
Students awarded degrees/ certificates

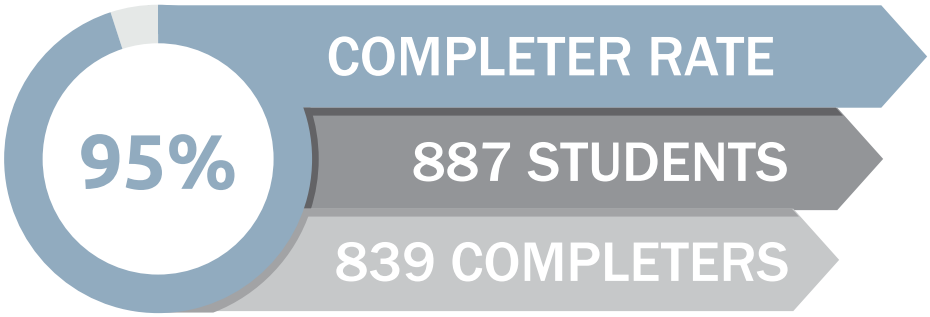
391
Technical college FTE enrollments

6

WORKFORCE TRAINING CENTER

7,227
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Ginno Construction Company of Idaho, Inc.

Type of industry: Construction

Number of employees: 45

Training need: Employers in North Idaho's construction industry face an ongoing shortage of workers with the necessary skills and knowledge to complete projects. The lack of traditional licensing and training requirements in Idaho complicates efforts for companies like Ginno to build and maintain a skilled workforce.

How the WTC delivered: NIC's Workforce Training Center (WTC) developed a construction apprenticeship program that blends on-the-job training with classroom instruction. Ginno employees earn a wage while learning and receive National Center for Construction Education and Research certifications, enabling the company to build and retain skilled employees.

"The apprenticeship program has helped our employees learn more about the construction industry and how all parts of the project fit together. They receive training from skilled instructors and can apply what they've learned in their everyday work."

—Gregorio Rodriguez, safety and environmental officer, Ginno Construction

North Idaho College

CTE programs transform futures for incarcerated youth

Since 2020, LCSC has collaborated with the Idaho Department of Juvenile Corrections (IDJC) to expand access to CTE programs for its residents. This initiative provides hands-on learning opportunities that can lead to real-world skills and better outcomes for incarcerated youth.

“Many of these students previously believed that education was not an option for them,” said Liz Weldy, a transition coordinator at LCSC. “Now, they’re earning dual credit or college credit, which opens doors they didn’t know were possible.”

The program began when IDJC reached out to LCSC to discuss developing more CTE opportunities for its residents. Initial discussions revealed significant barriers. Many academic institutions declined to participate due to these challenges, but LCSC was determined to find a solution.

“Incarcerated students face strict safety protocols; they can’t communicate with anyone outside their facility except for parents during visits,” said Weldy. “That means a traditional online classroom wouldn’t work.”

LCSC developed a secure instance of the online learning platform Canvas, customizing it to lock down certain features to meet safety requirements. This approach allows students to access course materials while adhering to the necessary restrictions.

Initially, LCSC offered courses in hospitality, basic electricity and heating, ventilation and air conditioning (HVAC) principles. A key feature of CTE classes is their hands-on nature, and classrooms often contain professional-grade equipment. To ensure students still had access to applied learning, Weldy had to get creative with the resources available at IDJC’s three facilities. For example, at the St. Anthony facility, students gain hands-on experience working in the Canteen, an onsite restaurant for the facility’s staff. They can also earn internship credits, aligning their practical experience with industry standards.

“They’re managing real-world tasks, from food preparation to customer service, which builds essential soft skills,” said Weldy.

The program also emphasizes support during students’ transitions back into society. Each student receives an

Education reduces recidivism rates, and we hope to see our efforts reflected in lower incarceration rates in the future."

–Liz Weldy, transition coordinator, LCSC

admission letter upon enrolling, along with a CTE T-shirt to foster pride.

Looking ahead, Weldy envisions further program growth.

"We're actively seeking grant opportunities to expand offerings like welding and other trades," said Weldy. "The goal is to align our programs with workforce needs in the community."

The impact of these programs is already evident.

"We've seen students who previously disengaged from education start to thrive," said Weldy. "One student wrote to his parents, saying, 'Getting my high school diploma at 16 instead of a GED was a huge accomplishment and before taking these college courses, I had decided that was good enough for me. Now, I want to pursue more! And I'm excited about doing so.'"

Feedback from educators indicates a strong demand for more CTE classes. In response, LCSC is exploring additional course offerings and certifications.

"Educators see how these programs positively influence student behavior and academic performance, and there's interest in expanding into healthcare and science fields," said Weldy. "Education reduces recidivism rates, and we hope to see our efforts reflected in lower incarceration rates in the future."

WHAT IS DUAL CREDIT?

Dual credit programs offer high school students the opportunity to earn college credits while still completing their high school education. These programs are designed to provide students with a head start on their postsecondary education, allowing them to fulfill both high school graduation requirements and accumulate transferable college credits simultaneously.

Idaho's dual credit offerings encompass a variety of subjects, including general education courses like math and English, as well as CTE programs such as business, health sciences and engineering. Students can access these courses through local high schools or partner colleges like LCSC.

The Advanced Opportunities Program supports dual credit by providing each public-school student in grades seven through 12 with $4,625 to use toward eligible educational expenses. This funding can cover costs associated with dual credit courses, allowing students to earn college credits at little to no cost. Students can receive up to $75 per credit for dual enrollment courses, which can be taken online, at their high school, or directly at a college campus.

Research indicates that participation in dual credit programs enhances students' readiness for college, increases graduation rates and improves overall academic performance. Students who engage in these programs often report feeling more confident and better prepared for the demands of higher education. With the partnership between LCSC and IDJC, even those in challenging circumstances can access these important educational opportunities, paving the way for brighter futures.

SECONDARY

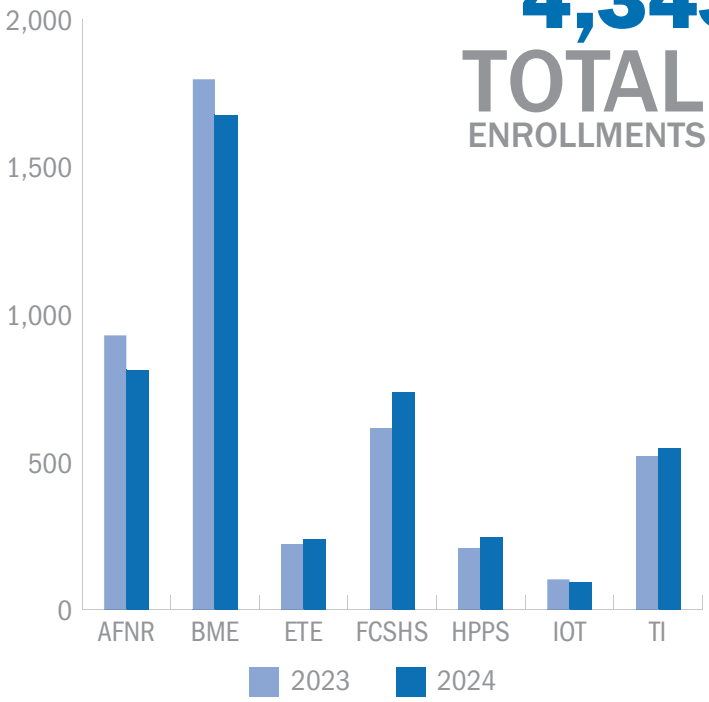
198 CTE CONCENTRATORS

74 TOTAL PROGRAMS

30% INCREASE OVER FY 2023

4,343 TOTAL ENROLLMENTS

1,210 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

17 LEAs 88% WERE RURAL

72% OF SECONDARY STUDENTS TAKE CTE COURSES

49 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—LEWIS-CLARK STATE COLLEGE

31 Active programs

6% DECREASE OVER FY 2023

324 Students enrolled in CTE programs (headcount)

6,459 Year-end credits

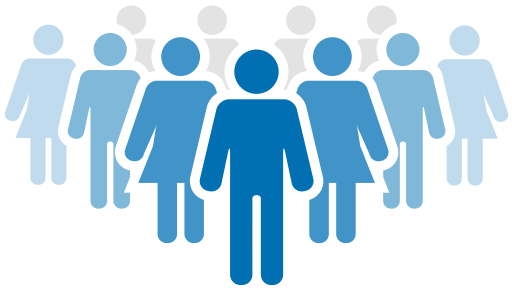
77 Students awarded degrees/ certificates

215 Technical college FTE enrollments

10

WORKFORCE TRAINING CENTER

3,054
HEADCOUNT



APPRENTICESHIPS

EMPLOYER SPOTLIGHT

4J Electric

Type of industry: Electric

Number of employees: 13

Training need: 4J Electric partners with the WTC to oversee its Electrical Apprenticeship Program and provide various special topic classes.

How the WTC delivered: The WTC adapted its Related Supplemental Instruction to meet Idaho's requirements, supporting 4J Electric's needs as a company operating on the Idaho-Washington border. This partnership allows 4J Electric's employees to progress toward Idaho journeyman certification, enhancing their skills and providing greater flexibility for regional work opportunities.

"LCSC workforce training has been a tremendous partner for many years, providing an exceptional apprenticeship training program with top-tier instructors. They continue to improve their program each year to adapt to industry trends."

—Kyle Johnson, owner, 4J Electric

LEWIS CLARK STATE COLLEGE

Teacher's vision brews a future filled with opportunity for her students

With just 70 students in grades nine through 12, Council High School (CHS) may be small, but its FCSHS teacher, Jodi Cook, has big ambitions. Since 1992, Cook has been inspiring students with her passion for culinary arts, which took root during her own junior high experience. Her involvement in Future Homemakers of America (now FCCLA) and national culinary competitions in high school further fueled her desire to teach FCSHS.

Three years ago, Cook envisioned a student-run coffee shop to enhance her culinary arts program. This dream became a reality when the school remodeled its library, transforming a small closet into Jack's Coffee Shop, named after the school's mascot, the Lumberjacks. A Program Quality Initiative (PQI) grant provided the funding for the necessary commercial equipment, allowing Cook's initiative to come to life.

The coffee shop offers students the chance to earn valuable certifications for careers in the food service industry. All students earn an online barista certification and the Idaho-specific Ready, Set, Food Safe Certification. Some even earn the ServSafe Manager Certification, which demonstrates advanced knowledge in food safety and sanitation.

"Running the coffee shop helps students develop essential skills," said Cook. "They build teamwork and a strong work ethic as they manage daily operations, research drink trends, and adapt to customer preferences."

Jack's Coffee Shop operates on weekdays from 7:30 to 8 a.m. Monday through Thursday, allowing students to manage it independently before classes. Students also run the coffee shop on Wednesdays during lunch. Students take pride in crafting seasonal menus and special drinks, such as the Lumberjack Special for homecoming. Recently, they introduced boba tea and nondairy alternatives based on customer feedback, displaying their ability to research and innovate.

I check in with them occasionally, but the coffee shop is entirely student-run and self-sustaining."

–Jodi Cook, FCSHS teacher

Beyond coffee-making, the initiative teaches crucial skills in entrepreneurship, marketing and customer service. Students create drink menus, conduct surveys to understand customer needs, design promotional materials, manage inventory and handle transactions.

"I check in with them occasionally, but the coffee shop is entirely student-run and self-sustaining," said Cook.

The practical experience gained from managing the coffee shop has enabled many students to successfully transition into jobs at local restaurants and coffee shops, including positions in nearby McCall. This initiative not only enhances their culinary knowledge but also equips them with essential workplace skills, fostering pride and a sense of community within the school.

"I wanted my students to learn how to be baristas because coffee shops are very popular," said Cook. "This hands-on training provides them with skills they can use when they graduate. If they go to college, they could easily step right into a coffee shop, earn some money and do something positive and fun."

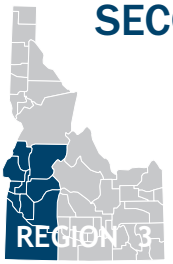
HOW ARE SECONDARY CTE PROGRAMS FUNDED?

IDCTE offers a variety of funding opportunities designed to support and enhance CTE programs. In addition to the funding sources below, IDCTE secondary programs also received $10 million in one-time funding. Here's a breakdown of key funding sources available to schools:

- **CTC funding:** Funding for CTCs is based on a formula established in Idaho statute and administrative code. This funding helps CTCs cover operational costs based on performance metrics, ensuring effective program delivery.
- **Idaho Quality Program Standards Incentive (IQPS) Grant:** AFNR teachers who create exceptional local programs can earn grants of up to $10,000 each year. Qualified applicants must apply and meet the IQPS rubric's standards and achieve an average score of "Distinguished" or higher. Additionally, up to four start-up grants are available annually, with a maximum award of $25,000.
- **PQI Establishment Grants:** Qualified applicants can apply for competitive grants to help LEAs purchase essential equipment for newly approved CTE programs. Schools can apply for funding in their first and second year of program approval. This grant can only be received once.
- **PQI Incentive Awards:** High-performing CTE pathways automatically receive $5,000 based on student completion and assessment scores. This funding is based on a formula for qualified applicants, and may be used to support instructional materials, equipment repair and professional development.
- **PQI Technical Assistance Grants:** Focused on improving program quality, qualified applicants may apply for grants to assist schools with low assessment pass rates in implementing effective strategies.
- **Program added-cost funding:** Specifically allocated for CTE-related expenses, this funding is based on a formula to cover specialized equipment and materials, ensuring resources are dedicated to unique program needs.
- **Perkins V:** These federal funds are based on a formula to support local educational programs identified through a comprehensive local needs assessment and are designed to help local education agencies enhance their CTE offerings.
- **Workforce Readiness Incentive Awards:** This incentive rewards CTE pathways for the number of students that pass assessments and earn SkillStack® badges. Amounts vary based on the number of eligible students meeting criteria.

These funding mechanisms are crucial in fostering the growth and success of CTE programs across Idaho, enhancing workforce readiness and creating valuable career opportunities for students.

SECONDARY



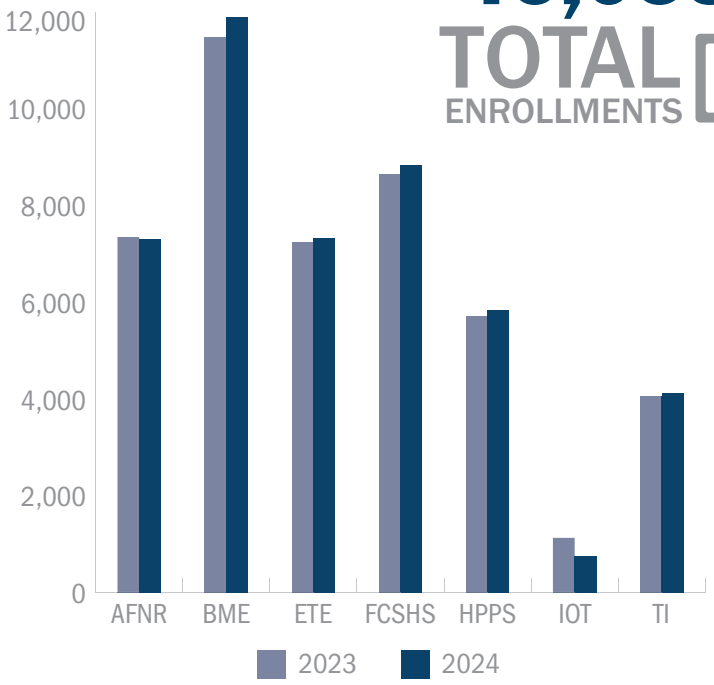
3,584 CTE CONCENTRATORS

456 TOTAL PROGRAMS

13% INCREASE OVER FY 2023

46,053 TOTAL ENROLLMENTS

23,739 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

54 LEAs 37% WERE RURAL

66% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

1,716 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF WESTERN IDAHO

43 Active programs

27% INCREASE OVER FY 2023

1,801 Students enrolled in CTE programs (headcount)

33,528 Year-end credits

479 Students awarded degrees/ certificates

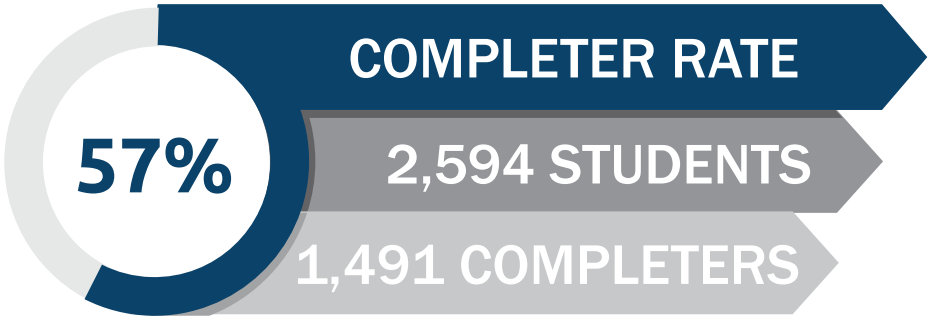
1,118 Technical college FTE enrollments

14

WORKFORCE TRAINING CENTER

6,316
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Engineered Structures, Inc.

Type of industry: Construction

Number of employees: 1,050

Training need: Engineered Structures, Inc. (ESI), which constructs large grocery stores nationwide, is developing an in-house division for refrigeration installation. To support this initiative, the company needed to train qualified construction technicians in commercial refrigeration but lacked the necessary facilities and curriculum.

How the WTC delivered: Eight ESI employees began an online bootcamp in March, covering topics such as brazing, workplace safety, effective communication and EPA 608 exam prep. The EPA 608 certification demonstrates that HVAC technicians possess the knowledge to safely handle refrigerants while complying with environmental regulations.

> This is one of the better, if not the best, training courses I've been to. The instructors are easy to talk to and understand. It's giving me a steppingstone for the future."
>
> —Chuck Evans, ESI employee

COLLEGE OF WESTERN IDAHO

SkillStack® sees 34% increase in badges issued

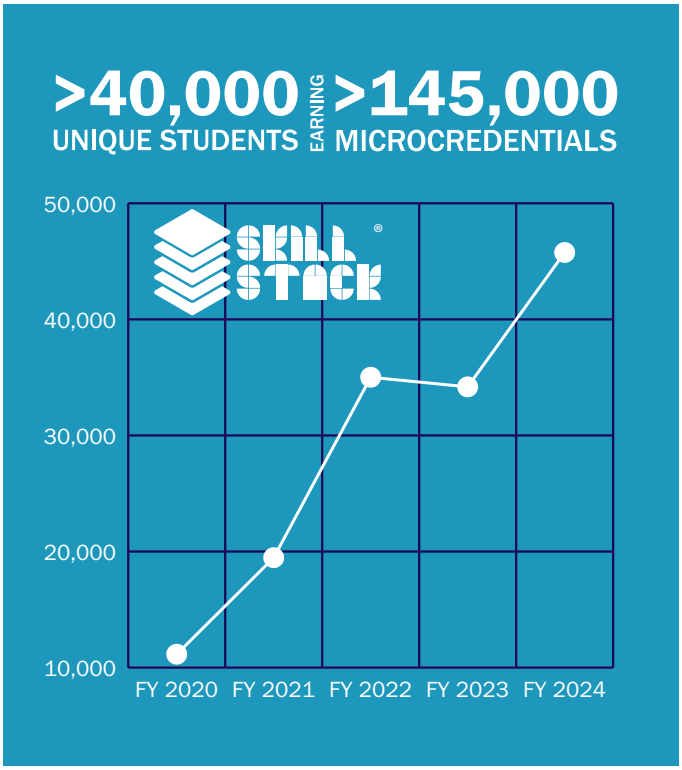
The SkillStack® microcredentialing program saw a 34% increase in the number of badges issued between the 2022-2023 and 2023-2024 school years. This growth follows the introduction of the Workforce Readiness and Career Technical Education Diploma in 2021, along with the expanded use of microcredentials in academic and CTE programs at the postsecondary level.

Launched during the 2015-2016 school year as part of Idaho's effort to enhance workforce readiness, SkillStack® provides students with targeted microcredentials that align with industry needs. The program aims to equip learners with essential skills necessary for today's job market. Each microcredential represents skills gained through rigorous training and assessment. This clarity allows employers to identify qualified candidates more easily, enhancing the employability of SkillStack® participants. With Board policy changes that went into effect during the 2023-2024 school year, postsecondary institutions can also award prior learning credit for stacked microcredentials.

The SkillStack® program uses the Open Badges standard, the world's leading format for digital badges, allowing learners to share their achievements across multiple platforms. This interoperability enhances learner mobility and supports their ability to present skills to potential employers, who can identify who issued the badge, when and where it was earned and what criteria were used to earn it.

SkillStack® has quickly become an integral part of Idaho's educational landscape. It bridges the gap between traditional education and the skills required by employers. By offering credentials that reflect specific competencies, SkillStack® prepares students for immediate entry into the workforce.

Due to its commitment to maintaining high standards, Idaho was one of 20 vendors and educational institutions invited to join the TrustEd Microcredential Coalition from 1EdTech, a global nonprofit community focused on improving the digital learning ecosystem for all learners. This coalition



includes leaders from higher education, educational technology suppliers, and K-12 districts. Additionally, representatives from Idaho have been invited to speak at several national conferences and webinars to share best practices.

"With the rise in demand for microcredentials, transparency and quality digital credentials are essential," said Heather Luchte, IDCTE's chief performance and accountability officer.

Engagement with local businesses is a critical component of SkillStack's® strategy. By collaborating with industry partners, the program regularly updates its offerings to reflect current workforce needs. This partnership benefits students and provides employers with a steady pipeline of skilled talent.

To remain at the forefront of workforce readiness, IDCTE accepted nominations for its new Idaho Microcredential Advisory Council, which will focus on developing best practices and building support for microcredentials and digital badging. Representatives from secondary and postsecondary institutions, industry partners, and employers across the state were invited to serve on the council.

"SkillStack's® growth and recognition reflect the ongoing shift towards skills-based hiring," said Luchte. "By focusing on microcredentials, the program enhances the employability of its participants and prepares them for the challenges of a rapidly changing job market."

CTSO highlights

12,730 AFFILIATED MEMBERS

Front row (L-R): Abby Foruria, Eliza Dugan, Aislyn King, Karmen Denuit, Reese Murphy, Kimber Smith, Cara Shuldberg; Second row (L-R): Alexis Saterfield, Joseph Bendel, Josh Nelson, Will Brackett, Chayse Van Eps, Makenna Denuit, Nicole Dumitrascu, Cameron Roth, Christopher Bright; Third row (L-R): Starr Hernandez-Torres, Callie-Sue Costello, Averie Lewis, Josh Bommersbach, Sara Seigler, Yvonne Shen, Parker Neddo, Emily Davis, Jentri Van Ackern, Sophia Francis, Kenzie Banks, Nicole Prosser; Fourth row (L-R): Roselynn Oviatt, Makaela Brown-Muthoni, Brooklyn Stoddard, Aubree Palmer, Jai Kommireddy, Jalen Yu, Cooper Yake, Isaac Simpson, Aiden Panicacci, Alexis Black, Noor Abdulkareem, Aiden Ward, Katie Kim, Ryan Howson, James Sullivan and River Gilbert.

- 411 total chapters
- 5,774 state conference attendees
- 1,694 national/ international conference attendees
- Two national officers elected

CTSOs are intracurricular programs designed to help students develop skills and connections for their future careers. They're also a key component of quality CTE programs. CTSOs allow students to develop leadership skills through chapter, community and statewide involvement. Through CTSO competitive and leadership events, students hone their technical and professional skills and can gain a competitive advantage when applying for college and jobs. Idaho's seven CTSOs align with our six program areas and provide support and growth from secondary to postsecondary and beyond.

BPA

- **1,981** secondary members, **88** postsecondary members.
- **40** members earned **Statesman Torch Awards**.
- **1,396** members attended the **State Leadership Conference (SLC)**.
- **275** secondary members attended the **NLC**.
- **31** postsecondary members attended the **NLC**.
- **One** national officer was elected.

DECA

- **502** secondary members.
- **418** members attended the **State Career Development Conference**.
- **240** secondary members attended the **International Career Development Conference**.

FCCLA

- **1,148** members, **69** secondary chapters, **three** postsecondary chapters.
- **464** members attended the **SLC**.
- **80** members attended the **NLC**.
- **11** chapters earned **Outstanding/Exemplary Chapter Awards**.
- **34** members completed the **Power of One Program**.
- **One** student was selected for the **Japanese exchange**.

FFA

- **6,449** secondary and postsecondary members, **101** chapters.
- **1,790** members attended the **State Convention**.
- **303** members received their **State Degree**.
- **974** members attended the **National Convention.**

HOSA—Future Health Professionals

- **1,228** members, **44** chapters.
- **908** members attended the **SLC**.
- **236** members attended the **International Leadership Conference**.
- Earned the **Gold Standards of Excellence International Award**.

SkillsUSA

- **1,108** members.
- **663** members attended the **State Leadership and Skills Conference**.
- **112** members qualified for the **National Leadership and Skills Conference**.
- Earned the **2024 Gold State Standards of Excellence Award**.
- **Meridian Technical Charter High School (MTCHS)** earned the **Gold Chapter of Excellence Award**.
- **Duane Erickson** from MTCHS received the **Advisor of the Year Award**.
- **One** national officer was elected.
- **Dr. Harold Nevill** received the **SkillsUSA Honorary Life Membership Award**.

TSA

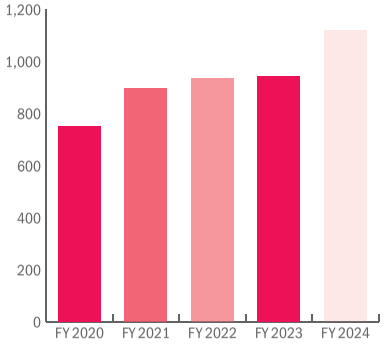
- **226** members.
- **135** members attended the **SLC**.
- **One** student from New Plymouth High School was inducted into the **TSA Honor Society**.
- **Renaissance High School** was designated as a **Top Performing Chapter**.
- **Jonathan Dransfield** from Rocky Mountain High School was named **Individual Student Performer of the Year**.

2023 | 2024

Year in Review

secondary

49% TOTAL PROGRAMS OVER FOUR YEARS



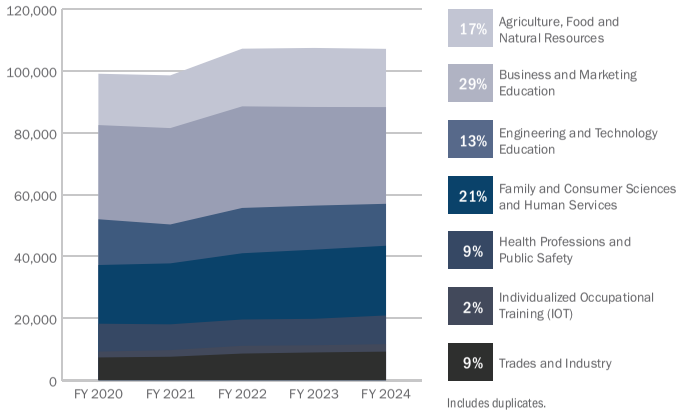
26% CLUSTER PROGRAMS

NEARLY 72K STUDENTS ENLEARNED IN CTE PROGRAMS

65% RURAL

147 LOCAL EDUCATION AGENCIES

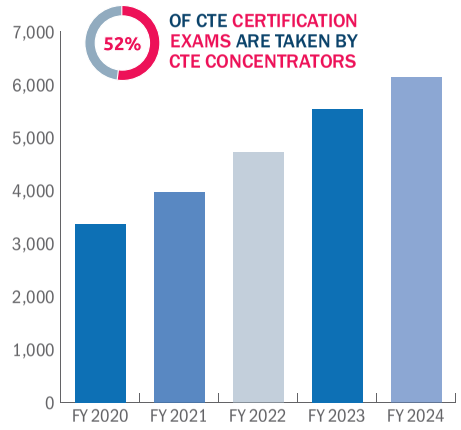
71% OF ALL HIGH SCHOOL STUDENTS TAKE CTE COURSES



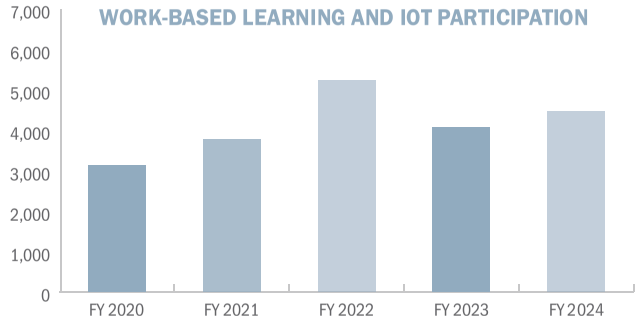
Includes duplicates.

13% GROWTH IN SECONDARY CTE STUDENTS OVER 5 YEARS COMPARED TO 10% GROWTH STATEWIDE

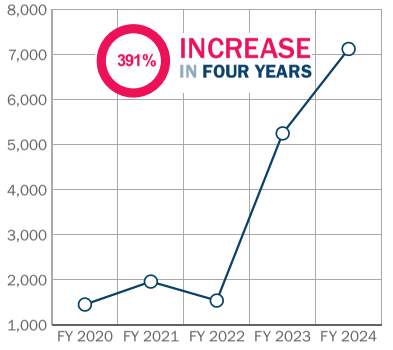
NUMBER OF CTE CERTIFICATION EXAMS TAKEN



WORK-BASED LEARNING AND IOT PARTICIPATION



STUDENTS ENLEARNED IN DIGITAL CTE COURSES
(Idaho Digital Learning Alliance)



CTE CONCENTRATORS

A **CTE CONCENTRATOR** IS A **JUNIOR** OR **SENIOR**

ASSESSMENT PASS RATES

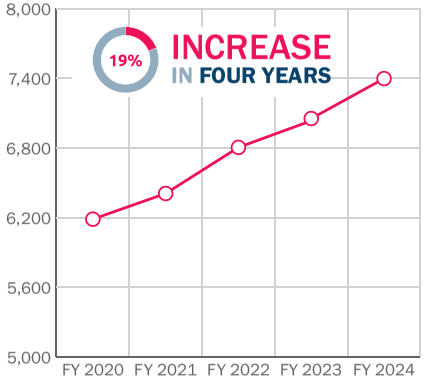
DIPLOMA

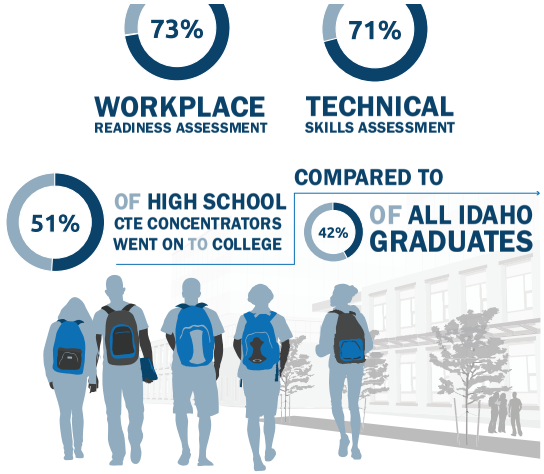
3,341 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

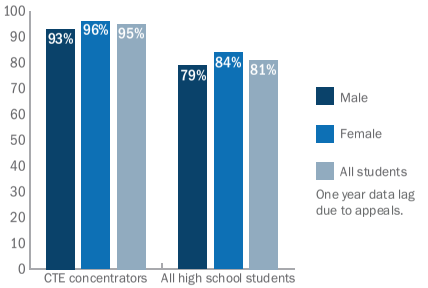
98% INCREASE IN THREE YEARS

HIGH SCHOOL GRADUATION RATES

IN A CAPSTONE CLASS



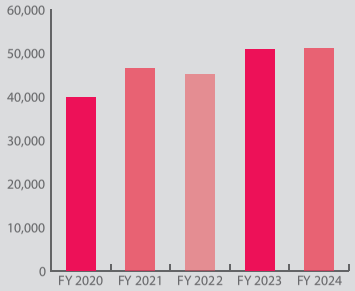


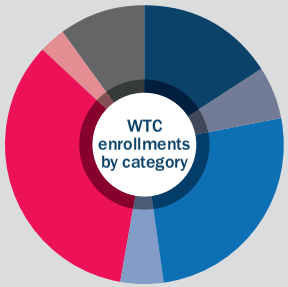


Source: National Clearinghouse and survey data

technical college system

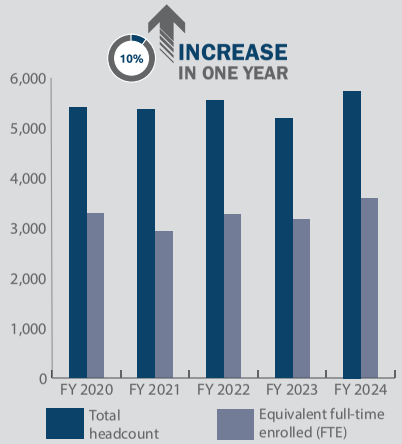
WORKFORCE TRAINING CENTERS (WTCs)





- 10% Apprenticeship
- 3% Business and Management
- 34% Health
- 5% Other
- 26% Safety training
- 6% Trades and Industry
- 16% Workforce and customized training

CERTIFICATE/DEGREE PROGRAMS

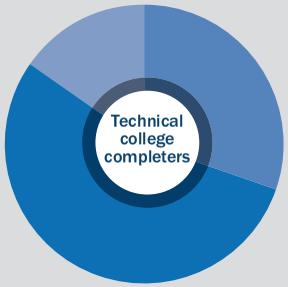


215 ACTIVE PROGRAMS

1,782 STUDENTS AWARDED CERTIFICATES AND DEGREES

7% INCREASE IN FIVE YEARS

107,831 YEAR-END CREDITS



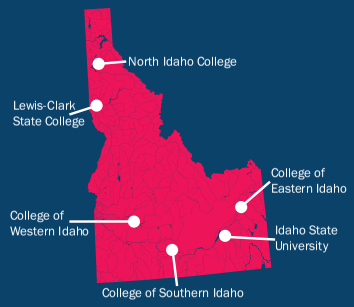
- 15% Advanced training, military, service program
- 54% Employed
- 30% Remain enrolled in postsecondary

98% POSITIVELY PLACED

Source: National Clearinghouse and survey data

4 TECHNICAL COLLEGES at COMMUNITY COLLEGES

2 TECHNICAL COLLEGES at FOUR-YEAR COLLEGES



IDAHO Division of Career Technical Education

650 W. State St., Suite 324
Boise, Idaho 83702
208-429-5500
cte.idaho.gov

Changes to Educator Services better serve Idaho's CTE educators

IDCTE's Educator Services bureau provides essential resources, training and support to ensure Idaho's educators deliver high-quality CTE programs. This workgroup includes the Educator Certification and Professional Development sections, which work collaboratively to support CTE educators across Idaho.

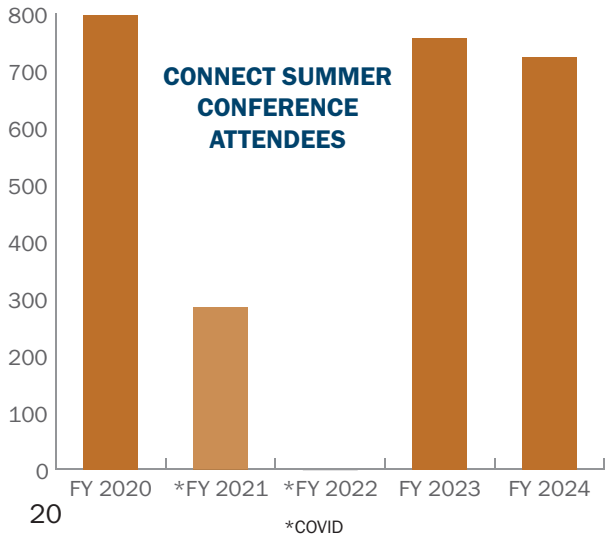
This year brought significant changes, with the promotion of Korey Mereness to chief educator officer and Lisa Costa to director of Professional Development. Additionally, the 2024 Idaho Legislature approved three new regional teacher educators to provide mentoring and support for new CTE teachers. These positions are set to be filled in fiscal year 2025, thus expanding the support network for industry specialists entering the education field.

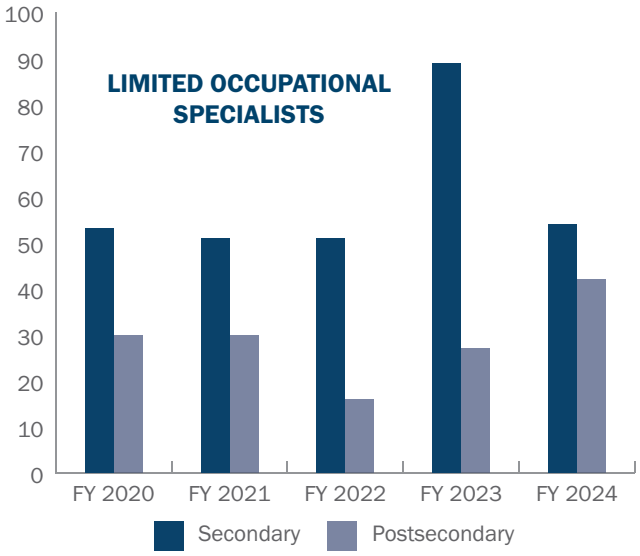
The Educator Certification team, led by Kristi Enger, assists educators by offering guidance on various routes for first-time and returning educators. The team also helps those with industry experience transition into teaching roles by recognizing their professional backgrounds. In fiscal year 2024, the team processed 516 educator certification applications, reflecting a strong commitment to maintaining a well-qualified CTE workforce.

As new teachers work toward certification renewal, the Professional Development team organizes training sessions, workshops, webinars and conferences to help them enhance their skills and gain teaching strategies and resources. In fiscal year 2024, the team hosted eight statewide workshops, attracting over 150 attendees. The team also mentors new CTE teachers, offering essential guidance during their transition into the classroom. Additionally, the team develops materials and resources to ensure all educators are equipped to meet the diverse needs of their students.

A notable highlight of the year was the launch of the First Steps Standards Professional Development Course. This Idaho State Board of Education-approved program prepares teachers to effectively deliver the First Steps Standards in career exploration courses for students in grades seven and eight. To date, 419 educators have completed the program, demonstrating its positive impact on educational practices in Idaho.

Through these initiatives, the Educator Services team continues to ensure that all CTE educators are equipped to provide high-quality education and meet the evolving needs of their students.





Enhancements in Fire Service Training improve efficiency and firefighter readiness

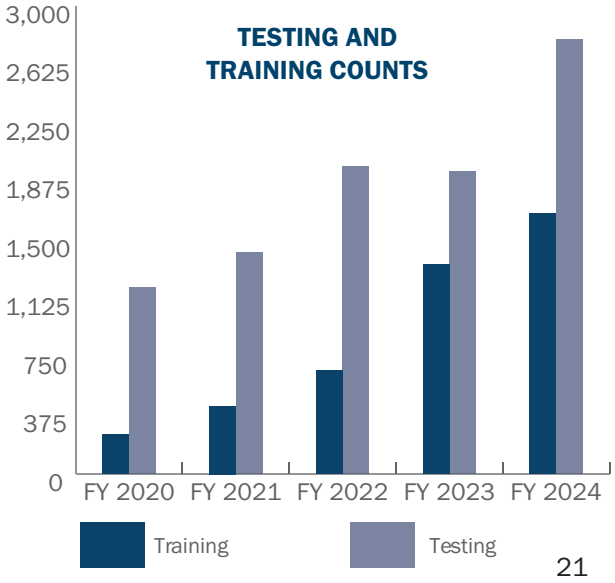
In fiscal year 2024, the Idaho Fire Service Training (FST) Program made significant progress in enhancing its training capabilities. These achievements focus on improving firefighter preparedness across the state.

In April 2024, Brad Terry was appointed as the permanent program director of FST. He has focused on building relationships within the fire service community to enhance collaboration among all regions of the state and both career and volunteer departments. Over the past year, FST also hired its first regional support specialist, Travis Myklebust, a former chief of the Lewiston Fire Department and past president of the Idaho Fire Chiefs Association. Myklebust has strengthened the relationship between the fire service community and FST. With his assistance and that of several members of the FST Advisory Council, the requirements for testing equivalency were revised to improve efficiency in International Fire Service Accreditation Congress (IFSAC) testing.

In fiscal year 2024, FST implemented a training prop rotation schedule for its key assets. The three-story mobile training tower, SimTech Driver Simulator trailer and Draeger Live Fire Training trailer have been strategically relocated throughout the state for two-month rotations. This approach allows fire departments to plan and use these resources more effectively in their training programs while reducing the need to transport each trailer across the state. To support this initiative, FST is recruiting more drivers to enhance coordination and efficiency.

In fiscal year 2025, FST will continue working on a comprehensive course catalog, which will enhance efficiency and firefighter preparedness by providing clear access to training options and requirements, allow targeted skill development and facilitate better scheduling and tracking of training progress. FST partners are assisting with updating the curriculum to support the course catalog. This structured approach encourages continuous learning and helps ensure that firefighters are equipped with the necessary skills to meet the demands of their roles.

In January 2025, IFSAC will conduct a site review to ensure FST continues to meet the criteria for accreditation. To support this, FST and industry partners are updating parts of the testing processes to help Idaho maintain its IFSAC firefighter certifications. These nationally recognized certifications provide a valuable service to the fire service and the citizens of Idaho.



Support from Center for New Directions fuels growth in autobody program

In the bustling Autobody and Paint Technology workshop of NIC's Parker Technical Education Center (PTEC), the sound of tools clanging and paint sprayers humming fills the air. Students work diligently at their stations, some meticulously prepping surfaces while others apply vibrant coats of paint. This dynamic environment reflects a growing trend: Among the 13 students enrolled, seven are female, marking the first time in the program's history that women make up more than half of the class.

Part of this increase in women enrolling in nontraditional occupations is related to outreach and support for NIC's Center for New Directions (CND), which offers essential support for single parents and displaced homemakers, as well as students going into fields traditionally held by the opposite gender.

For student Rylea Johnson, enrolling in the Autobody and Paint Technology Program was an easy next step after graduation from high school.

"I've always loved working with my hands," said Johnson. "My favorite part of the program so far is the metal bodywork aspect. It's cool to see the transformation of a vehicle from really messed up to almost perfect."

Andy Rogge, the program's lead instructor, thinks females becoming increasingly interested in the trades is a good thing.

"These students are great at listening to direction and also tend to be pickier on their quality of work, and that is exactly what I want to see with students as they are learning the basics of this industry," said Rogge.

To further encourage women to pursue careers in trades, the CND holds a monthly meeting called Women Wednesday, a gathering designed to create a supportive network for female students at PTEC.

"Our first Women Wednesday was so well-attended that we didn't have enough chairs," said Louisa Rogers, program coordinator for the CND. "It's amazing to see so many women come together to support each other."

Johnson acknowledges her experience is different than the other female students at PTEC.

"At Women Wednesday, they were talking about how some of them are the only female students in their program," said Johnson. "I think it's unusual for there to be so many girls in our program. But we all get along so well. And the guys in our program are really great and supportive. We all joke around and help each other out."

The program shares space with the Kootenai Technical Education Center (KTEC), allowing high school students to witness advanced work firsthand. Three of the seven female students were previously KTEC students. The growing female presence in the program reflects a broader movement towards inclusivity in the trades.

"We want to show women that they belong in these fields," said Rogers. "It's about breaking down barriers and building confidence."

> "My favorite part of the program so far is the metal bodywork aspect. It's cool to see the transformation of a vehicle from really messed up to almost perfect."
>
> –Rylea Johnson, student, NIC

IN FY 2024, 1,072 IDAHOANS WERE SERVED BY CNDs

OVER 500K CONTACT HOURS WITH PARTICIPANTS THROUGH CND WORKSHOPS

582 CHILDREN WERE INDIRECTLY SERVED BY CNDs

OR 261 PARTICIPANTS 24% EARNED <$10,000 ANNUALLY FOR THEIR HOUSEHOLD

398 CLIENTS WERE SINGLE PARENTS OR DISPLACED HOMEMAKERS

78% IMPROVED THEIR EDUCATION OR EMPLOYMENT STATUS

37% OF PARTICIPANTS GRADUATED HIGH SCHOOL OR EARNED A GED PRIOR TO WORKING WITH CNDs

14% OF PARTICIPANTS WERE UNEMPLOYED PRIOR TO WORKING WITH CNDs

65% OF PARTICIPANTS WERE WOMEN

24% OF PARTICIPANTS WERE BETWEEN 25 AND 34

WHAT ARE THE CENTERS FOR NEW DIRECTIONS?

CNDs play a crucial role in supporting students enrolled in Idaho's CTE programs. Located at Idaho's six technical colleges, CNDs are designed to assist individuals who may face barriers to educational and career success, such as single parents or displaced homemakers. CNDs provide a range of services aimed at helping students complete their CTE programs and prepare for rewarding careers.

CNDs were supported by dedicated funds totaling $150,000 in fiscal year 2024. Each CND collaborates with the Department of Commerce, Department of Labor, Department of Health and Welfare, local job services offices, workforce investment boards, correctional facilities and technical colleges to avoid duplication of effort and ensure each participant has access to:

- **Personalized support:** CNDs offer tailored guidance and mentorship, helping students navigate challenges related to life, education and employment.
- **Financial assistance:** CNDs provide resources for scholarships, tuition waivers and materials, alleviating some of the financial burdens that can hinder program completion.
- **Skill development:** Through workshops and training sessions, students enhance essential skills such as resume writing, interview techniques and job readiness.
- **Networking opportunities:** CNDs connect students with industry professionals and potential employers, facilitating valuable networking that can lead to internships and job placements.

By addressing each student's unique needs, CNDs significantly increase the likelihood of successful program completion. Students gain technical skills, confidence and resources necessary to thrive in their chosen fields, strengthening Idaho's workforce and promoting economic growth across the state.

Adult Education Student of the Year earns GED, phlebotomy certificate

Maritza Carmona, 47, a mother of four and grandmother of 14, dropped out of school in 1993 in the ninth grade to raise her first son. Though she always intended to finish her education, she realized later that earning her GED was essential to move forward. It wasn't until her youngest child turned 21 last year that Carmona decided to focus on her own goals.

She enrolled in GED classes at the College of Southern Idaho (CSI) while simultaneously working as a DoorDash driver. Balancing work and study, Carmona turned her car into a mobile classroom.

"I did my homework between deliveries, with books on my lap, working on math or reading while waiting for the next order," said Carmona. "I worked long hours, sometimes from 7 a.m. until 10 or 11 p.m., but it was worth it to stay in class."

Throughout this process, Carmona's teachers and fellow students provided critical support.

"I had two great teachers who encouraged me to keep going," she said. "They helped me believe in myself, even when I doubted my ability."

Carmona's path wasn't without challenges. She encountered difficulties with some of her classes, particularly math.

"I struggled with the way my teacher explained things. I just couldn't grasp her method," said Carmona.

But she wasn't the only one. Other students had the same issue, so they started helping each other out. Together with her classmates, Carmona advocated for a slower pace and clearer explanations.

"I spoke up for the group, and we were able to ask the teacher to slow down and go over things more thoroughly," said Carmona. "It helped everyone."

Despite feeling overwhelmed at times, Carmona kept pushing forward, motivated by the support of her family.

"My kids kept reminding me that my mom, who had passed away in 2021, was watching over me," said Carmona. "They told me she would be proud of me."

> **Getting your GED is not just a piece of paper. It's a key to everything. It opens doors for me and for anyone who is willing to put in the effort, and no one can take that key away from you."**
>
> **–Maritza Carmona, 2024 Adult Education Student of the Year**

After earning her GED, Carmona used funding from Idaho LAUNCH to pursue a phlebotomy certification, which opened more career opportunities. She now works as a Certified Nursing Assistant and phlebotomist at Family Health Services in Jerome, Idaho. Looking ahead, Carmona plans to advance further in the medical field, with aspirations to become a Certified Medical Assistant (CMA) or Licensed Practical Nurse. She credits her GED as the key that unlocked these opportunities. For her tenacity, perseverance, and advocacy for herself and other students, Carmona was named Idaho's 2024 Adult Education Student of the Year.

"On the day I found out, I was feeling down, doubting myself, wondering if I could keep up with everything," said Carmona. "When I got the message that I was Student of the Year, it brought me to tears. I realized—wow, people are noticing me, even when I didn't think anyone was paying attention."

In recognition of her achievement, Carmona was invited to attend Governor Little's Adult Education and Family Literacy Week proclamation signing on Sept. 20, 2024, in Boise.

Carmona's advice to others considering returning to school is simple: Don't let age or self-doubt hold you back.

"Age shouldn't be an excuse to not better yourself," said Carmona. "Getting your GED is not just a piece of paper. It's a key to everything. It opens doors for me and for anyone who is willing to put in the effort, and no one can take that key away from you."

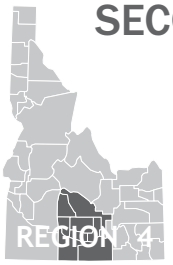
WHAT DOES ADULT EDUCATION INCLUDE?

When most people hear "Adult Education" (AE), they think of pursuing a GED certificate. But today's AE programs encompass a wide range of learners with distinct needs and goals, including:

- **College and career preparation:** College and career preparation programs provide specialized training and education tailored to specific industries or professions. Whether mastering new technologies or developing leadership skills, these programs empower adults to advance their careers, embark on new professional journeys and thrive in the rapidly evolving job market.
- **Basic literacy:** Adult basic literacy programs aim to empower individuals by providing fundamental skills in reading, writing and math, fostering confidence and employability. These programs also facilitate improved communication, enabling better integration into society and offering pathways for further education or vocational training.
- **English language acquisition:** AE programs focusing on English language acquisition help non-native speakers enhance their communication skills. From everyday conversation to professional correspondence, these initiatives facilitate integration into English-speaking communities and open doors to other educational and employment opportunities.
- **IET:** IET programs combine basic skills development with occupational training, ensuring that learners acquire essential academic skills and gain practical knowledge relevant to their chosen fields. This integrated approach maximizes learning efficiency, equipping adults with a well-rounded skill set for success.

No matter where or when someone chooses to begin their journey, AE programs are designed to adapt to their diverse needs and aspirations, fostering a lifelong pursuit of knowledge and growth.

SECONDARY



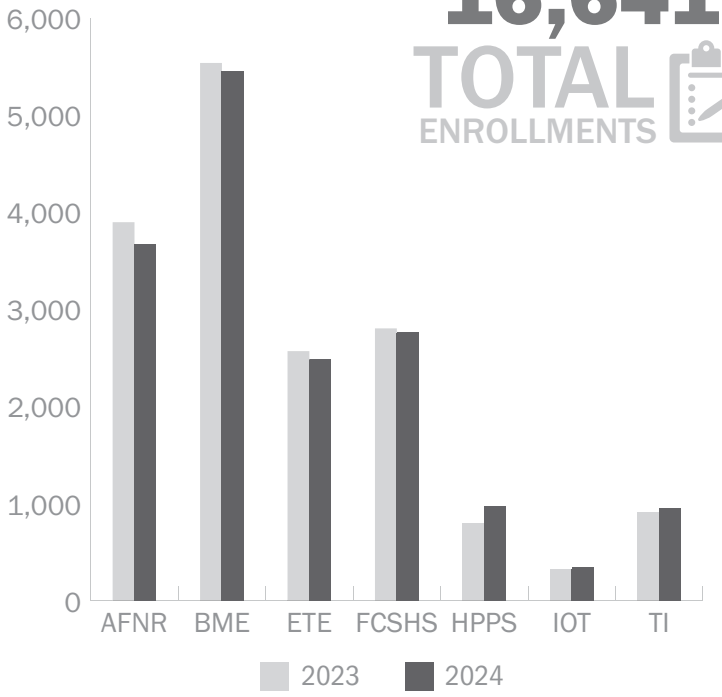
883 CTE CONCENTRATORS

171 TOTAL PROGRAMS

13% INCREASE OVER FY 2023

16,641 TOTAL ENROLLMENTS

2,891 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

23 LEAs 91% WERE RURAL

86% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

815 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF SOUTHERN IDAHO

44
Active programs

9% INCREASE OVER FY 2023

1,186
Students enrolled in CTE programs (headcount)

22,905
Year-end credits

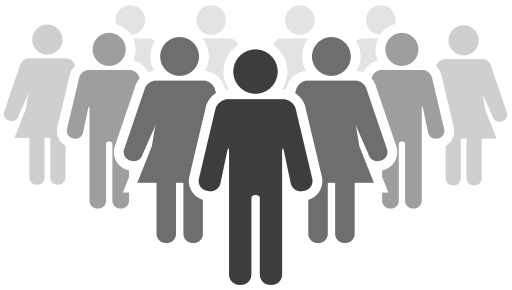
321
Students awarded degrees/ certificates

763
Technical college FTE enrollments

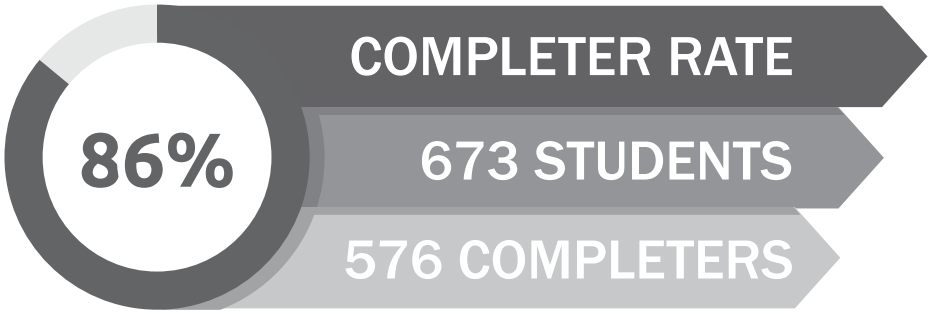
26

WORKFORCE TRAINING CENTER

7,414
HEADCOUNT



APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Amalgamated Sugar

Type of industry: Food processing

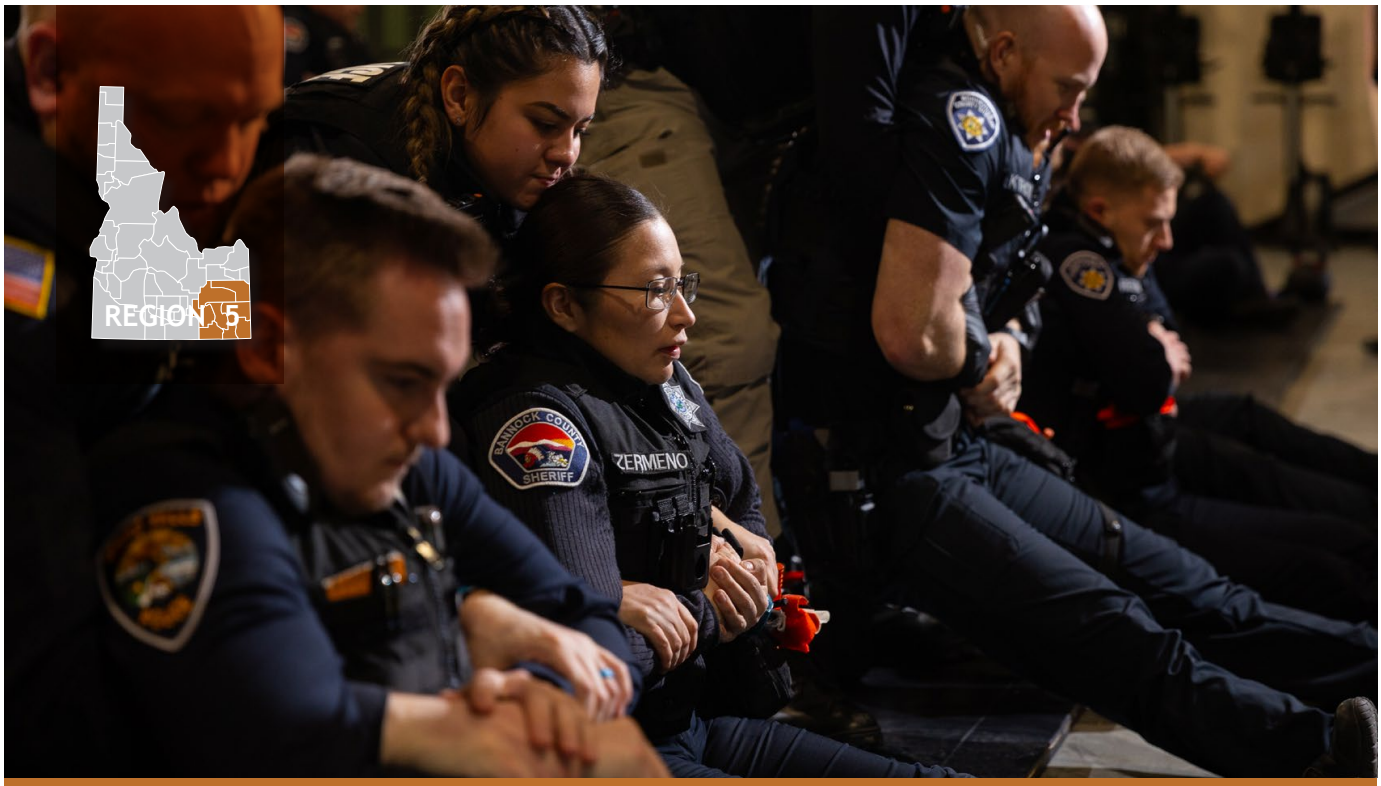
Number of employees: 1,700

Training need: Amalgamated Sugar worked with CSI's WTC to invest in its workforce through a Maintenance Technician Apprenticeship Program. The company faced a loss of tenure and experience as older tradesmen retired, creating a need to replenish its workforce with employees who have specialty knowledge.

How the WTC delivered: The Maintenance Technician Apprenticeship Program allows Amalgamated Sugar to select current employees for advancement. It offers experience and skill development to employees interested in learning a trade, leading to certification for millwright roles. In January 2023, CSI launched the program at its Mini-Cassia campus, with five employees from Amalgamated Sugar participating. In May 2023, discussions began for a partnership in Twin Falls, where four apprentices are now working. Instructors report that students are asking more advanced questions on the job, and participants say they can apply their classroom learning at the factory.

> **Whatever they learn in class is where we're putting them. We're teaming up to match hands-on experience with their homework."**
>
> **— Danielle Bingham, district human resource manager, Amalgamated Sugar**

COLLEGE OF SOUTHERN IDAHO



SkillStack® enhances law enforcement education at Idaho State University

Historically, the Idaho State University (ISU) Law Enforcement Program attracted only three to four students each semester who enrolled at ISU without prior connections to law enforcement agencies. Instead, most of the law enforcement participants had already been hired by a local law enforcement agency but needed to complete their Peace Officer Standards and Training (POST) to continue working, with their agencies covering the costs of their coursework through the WTC. Because of this enrollment process, these students weren't enrolled as degree-seeking students, so they couldn't receive ISU credit toward a certificate for their efforts.

To earn a degree, which benefits career advancement, these students previously had to navigate an extensive prior learning assessment process. However, this approach saw little success, with very few applications submitted over the program's history. The program aimed to find a more effective way to recognize students' accomplishments while satisfying the requirements for a Basic Technical Certificate (BTC).

The IDCTE SkillStack® microcredentialing program offered a unique solution to this challenge.

ISU faculty contacted IDCTE to discuss converting existing coursework into a series of stacked badges. After the university provost, registrar and College of Technology dean granted provisional approval for the process to begin as a pilot, the IDCTE team aligned the badges with the law enforcement curriculum, demonstrating how the activities associated with the badges matched the courses' learning outcomes. A key challenge was ensuring that students could enroll without incurring extra costs. To address this, the ISU team created a zero-credit course, allowing students to pay an application fee to ISU. After completing the coursework, instructors log achievements in SkillStack® and send a memo of completion to the university registrar to award academic credit. This streamlined process integrated practical training with academic recognition, enabling students to apply for graduation.

> **I can use the college credits I earned while [I also] obtain my Idaho POST Certification."**
>
> **–Benjamin Avolio, ISU Law Enforcement student**

"SkillStack® is a neat program. I can use the college credits I earned while [I also] obtain my Idaho POST Certification," said Benjamin Avolio, a current ISU Law Enforcement student.

Since implementing SkillStack®, the number of BTC recipients in the law enforcement program increased dramatically, from 15 over five years to 38 in the first year. More importantly, law enforcement agencies have expressed strong support for the program, encouraging their officers to participate to enhance career prospects.

By sharing this successful model, ISU aims to improve law enforcement training across Idaho and foster cooperation among educational institutions, with the College of Western Idaho and CSI expressing interest in adopting SkillStack® for their programs. Overall, the SkillStack® microcredentialing program at ISU represents a significant shift in law enforcement education, enhancing the educational experience for students and contributing to more effective training in the state. This innovative approach sets a precedent for similar initiatives in other programs and institutions.

WHAT ARE MICROCREDENTIALS?

SkillStack® is a microcredential platform that allows Idaho's educators to validate the skills their learners demonstrate proficiency in, leading to industry-relevant digital badges.

Microcredentials are recognized credentials awarded to learners for mastering skills or concepts defined by industry and educators. They're developed through a collaborative process that engages industry, educators and other stakeholders to ensure they reflect the skills needed for success.

A digital badge serves as a visual representation of a microcredential, embedded with data to verify a learner's skills and achievements. Each badge's criteria are developed with industry input.

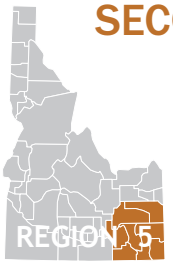
Digital badges have several key characteristics:

- **Verifiable:** Prospective employers or postsecondary institutions can identify who issued the badge, when and where it was earned and what criteria were used to earn it.
- **Stackable:** A set of organized microcredentials can be stacked to symbolize progressive levels of proficiency, complexity and achievement.
- **Portable:** Individuals can access their badges indefinitely and share them via social media or embed them in a resume for prospective or current employers or postsecondary institutions.

Program standards for each badge are established through a collaborative process involving industry, college and university faculty, secondary educators and other stakeholders. As students provide evidence of their competencies, educators evaluate these skills based on common assessments. Once all skills for a badge are validated, the information is entered into the SkillStack® platform and badges are issued.

Unlike traditional degrees that cover broad fields of study, microcredentials focus on specific skill sets, making them appealing to employers seeking specialized knowledge. These certifications can be earned through online courses, workshops or other educational activities, providing a flexible pathway for individuals to demonstrate their expertise.

SECONDARY



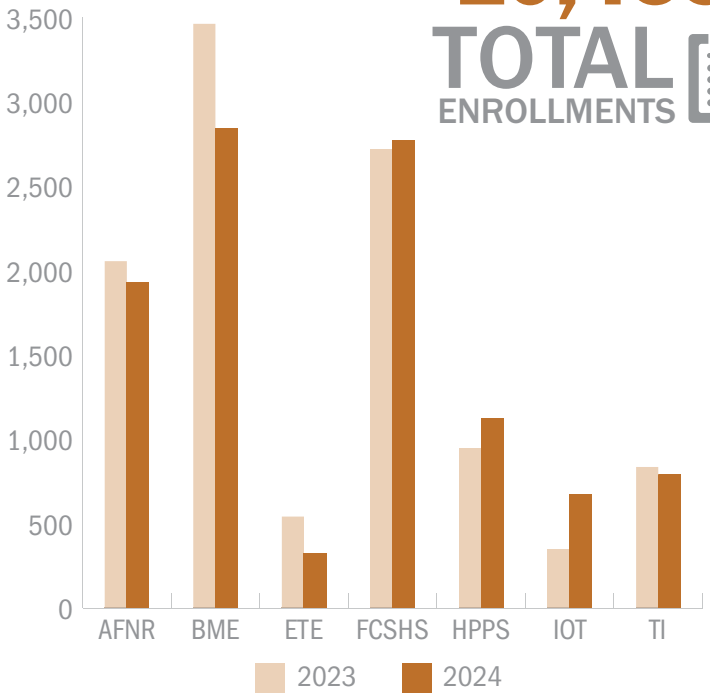
640 CTE CONCENTRATORS

133 TOTAL PROGRAMS

41% INCREASE OVER FY 2023

10,455 TOTAL ENROLLMENTS

3,319 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

14 LEAs WERE RURAL

86%

75% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

203 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

TECHNICAL COLLEGE—IDAHO STATE UNIVERSITY

28
Active programs

6% INCREASE OVER FY 2023

1,180
Students enrolled in CTE programs (headcount)

20,727
Year-end credits

410
Students awarded degrees/ certificates

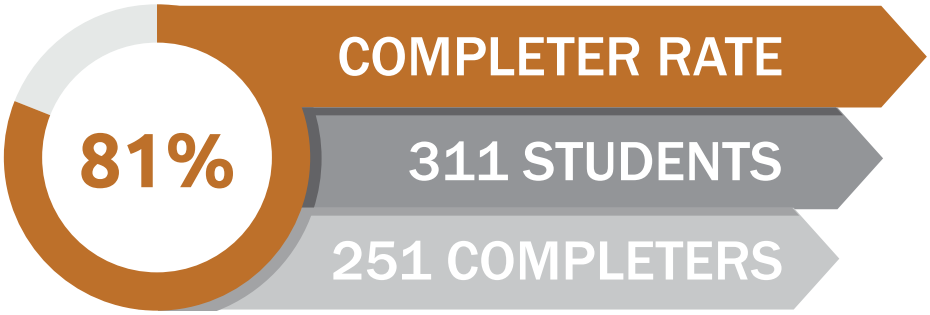
691
Technical college FTE enrollments

30

WORKFORCE TRAINING CENTER

13,305
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Platinum Plumbing

Type of industry: Plumbing

Number of employees: Six

Training need: As a growing plumbing company in Pocatello, Platinum Plumbing requires skilled, licensed professionals to address various residential and commercial plumbing needs. The company wanted structured training that encompasses technical knowledge, safety practices, regulatory codes and customer service.

How WTC delivered: Platinum Plumbing partners with the WTC to provide a four-year Plumbing Apprenticeship Program. This program aligns classroom instruction with state licensure requirements, equipping apprentices with essential skills. The company collaborates closely with the WTC to ensure the curriculum meets the evolving needs of the industry

“Their commitment to providing hands-on training opportunities, in addition to didactic instruction, showcases their investment in the foundation, health and well-being of our community by administering quality education to our tradespeople.”

–Tana Christensen, co-owner, Platinum Plumbing

Idaho State University

Health professions programs bridge community and career

Kay Gardner spent three decades at the Pocatello Children's Clinic, taking on various roles in billing, collections and reception. Though she loved working in healthcare, she knew she didn't want to remain in clerical work until retirement. What she didn't know was that her husband, Mike, would be the key to helping her discover her calling.

"Mike was a paramedic who often taught night classes at local colleges, so he was gone all the time. I said, 'You know, I really don't like staying home alone, so I'm going to take an emergency medical technician (EMT) class so I can teach with you,'" Gardner recalled. "I took the class, and as part of it, you get to run on the ambulance, and it just stirred my soul."

After taking the EMT class, Gardner continued her work at the clinic and served in the reserves at the Blackfoot Fire Department. In 2019, an opportunity aligned her career with her newfound passion. When her husband retired, an acquaintance contacted him about taking over her EMT class at Idaho Falls School District No. 91's Career and Technical Education Center. Eager for a new direction, Gardner jumped at the chance.

"I suggested I take the position and haven't looked back," said Gardner.

Gardner used her experience and connections as an EMT to reimagine the year-long program, which includes dual credit through CSI. Classes run for two hours a day, four days a week. The extensive curriculum incorporates allied health, medical terminology and optional modules such as blood glucose monitoring and IV training. The CMA program is also a year-long program. Although students are technically supposed to receive an hour of CMA instruction each day, there's considerable overlap between the programs.

"EMTs and CMAs both need to know medical terminology and allied health. They all earn their Assist with Medications, CPR, OSHA and Stop the Bleed Certifications. I just figure the more they know the better prepared they are for the world," said Gardner. "In addition to clinical skills, CMAs also need to have clerical skills, so that's the main difference."

Gardner's connections have led to a strong technical advisory committee (TAC) that supports her programs by donating

> **I took the class, and as part of it, you get to run on the ambulance, and it just stirred my soul."**
>
> **–Kay Gardner, CMA and EMT instructor**

equipment and providing guidance on skills and equipment students need. In addition to providing internships and hands-on experience, TAC members also volunteer in the classroom.

"I can't do skills training with this many kids and have them be safe, so I have people who do this for a job come in to help teach and test," Gardner explains. "Bonneville County Fire members were here practically as much as I was last year."

This collaborative effort fosters a sense of community among the emergency medical services (EMS) in Southeast Idaho, with active participation from Central Fire Department in Rigby, Bonneville County Fire District in Idaho Falls, Idaho Falls Fire Department and Ammon Fire Department.

Upon completion of the program, students are prepared to take the National Registry of Emergency Medical Technicians exam.

"Some of my students go straight into industry as EMTs, and most of them go on to do fire services as well," said Gardner. "I try to make sure that even if EMS isn't their pathway, they learn something that will help them in their career."

WHAT ARE TECHNICAL ADVISORY COMMITTEES?

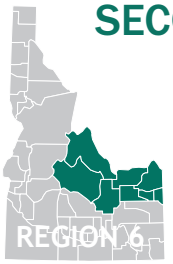
TACs play a vital role in CTE programs by bridging the gap between education and industry. Comprised of professionals from relevant fields, TACs advise instructors on the skills and equipment students need to succeed in today's job market. They help ensure that curricula remain current and aligned with industry standards, which is essential for preparing students for future employment.

In addition to offering guidance, TACs often provide valuable donations, including equipment and supplies that might otherwise be out of reach for educational entities. This support allows students to gain hands-on experience with the tools and technologies they will encounter in their careers. Many TACs also facilitate internships and job shadowing opportunities, giving students real-world exposure and practical skills.

For employers, partnering with TACs creates a pathway to build a skilled workforce. By investing in CTE programs, businesses can help shape the training of future employees, ensuring graduates are job-ready and familiar with the latest industry practices. This collaboration not only enhances the educational experience for students but also strengthens community ties and fosters a sense of shared purpose.

TACs play a crucial role in creating quality CTE programs. By advising instructors, providing resources and offering opportunities for hands-on learning, they help ensure that students receive the training they need to thrive in their chosen fields. In return, employers gain access to a pipeline of skilled workers prepared to meet the demands of the workforce.

SECONDARY



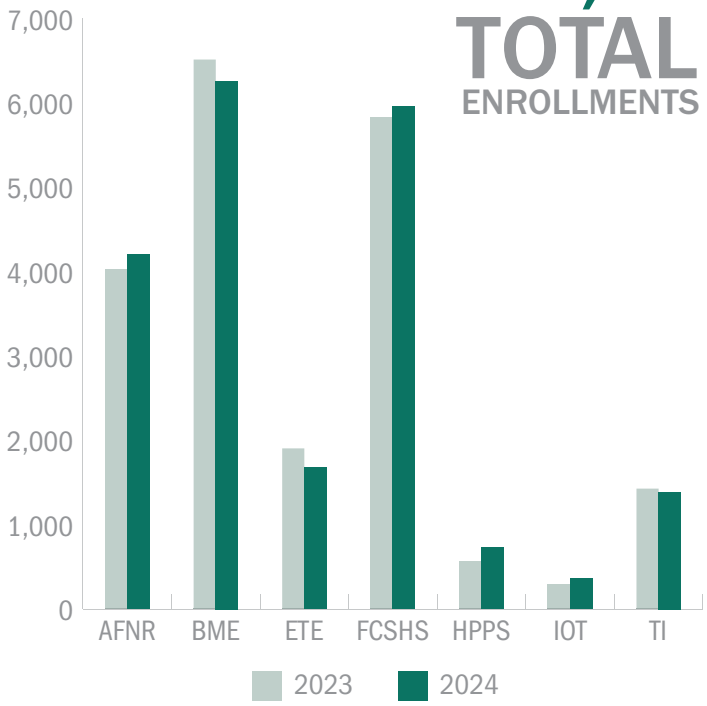
1,477 CTE CONCENTRATORS

180 TOTAL PROGRAMS

22% INCREASE OVER FY 2023

20,591 TOTAL ENROLLMENTS

9,584 SKILL STACK® BADGES ISSUED



TOTAL ENROLLMENTS IN CTE PROGRAMS

Agriculture, Food and Natural Resources (AFNR); Business and Marketing Education (BME); Engineering and Technology Education (ETE); Family and Consumer Sciences and Human Services (FCSHS); Health Professions and Public Safety (HPPS); Individualized Occupational Training (IOT); Trades and Industry (TI).

22 LEAs

77% WERE RURAL

75% OF SECONDARY STUDENTS TAKE CTE COURSES

DIPLOMA

429 CTE DIPLOMAS AWARDED

AS REPORTED BY LEAs

TECHNICAL COLLEGE—COLLEGE OF EASTERN IDAHO

22
Active programs

1% INCREASE OVER FY 2023

679
Students enrolled in CTE programs (headcount)

12,470
Year-end credits

301
Students awarded degrees/ certificates

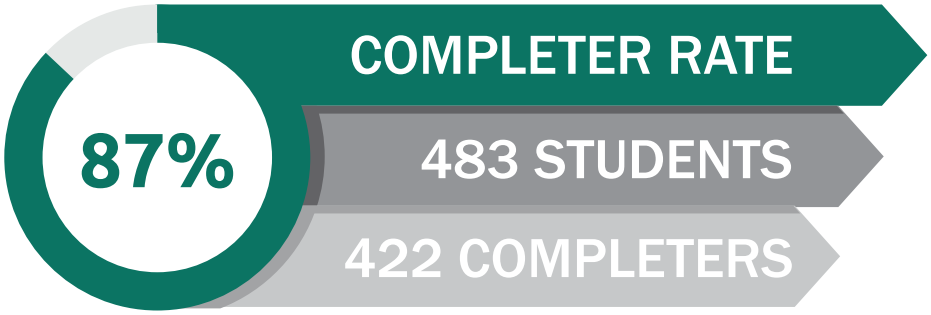
415
Technical college FTE enrollments

34

WORKFORCE TRAINING CENTER

13,784
HEADCOUNT

APPRENTICESHIPS



EMPLOYER SPOTLIGHT

Idaho Steel

Type of industry: Fabrication and machining

Number of employees: 150

Description of training need: Idaho Steel manufactures equipment for the food processing industry and struggles to find qualified machine operators. The company expressed interest in enrolling several current employees in a short-term machine operator course, offering to fund their training.

How the WTC delivered: Previously, CEI had a machine operator course that was closed due to low enrollment. The WTC team revitalized the program by getting the machinery operational again and collaborating with Haas Automation, Inc., to create a new curriculum. Over two weeks, 10 employees received 40 hours of hands-on training, leading to a nationally recognized certification. All participants completed the training and passed the certification test, acquiring valuable skills to advance their careers.

> Idaho Steel is proud to continue investing in the students who have a passion for the trades."
>
> –Heidi Oyola, head of HR, Idaho Steel

College of Eastern Idaho

Adult Education

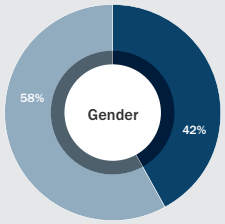
AE collaborates with employers, workforce training and CTE to prepare students for in-demand career pathways. AE provides several services to the six technical colleges and the Idaho Department of Correction.

OF **STUDENTS** ARE CO-ENROLLED IN **WIOA***

*WORKFORCE INNOVATION AND OPPORTUNITY ACT

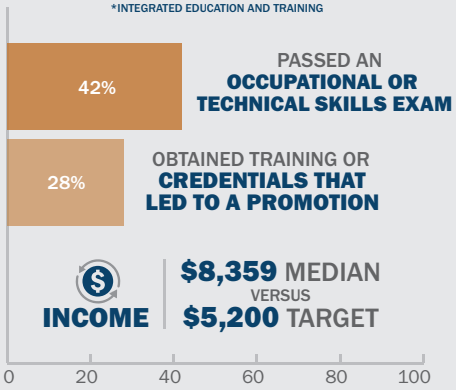
IELCE* STUDENTS ATTAINED A **POSTSECONDARY CREDENTIAL**

*INTEGRATED ENGLISH LANGUAGE AND CIVICS EDUCATION

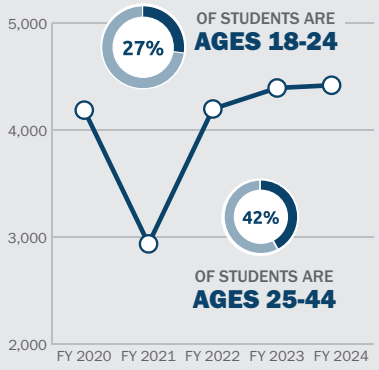


IET* PARTICIPANTS

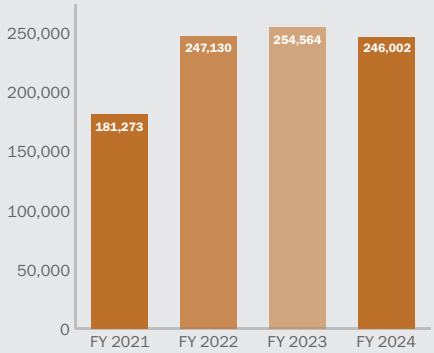
*INTEGRATED EDUCATION AND TRAINING



NUMBER OF CLIENTS SERVED



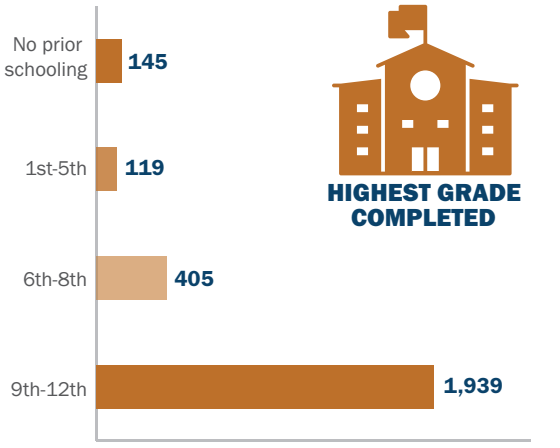
INSTRUCTIONAL HOURS PROVIDED



GED

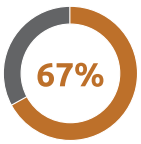
OF GED TEST TAKERS DID NOT FINISH HIGH SCHOOL DUE TO PERSONAL OR ACADEMIC REASONS

1,886 OF 2,290 GED COMPLETERS **PASSED THEIR GED TEST**

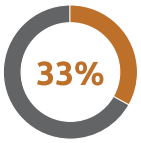


HIGHEST GRADE COMPLETED

AGE GROUPS OF GED PASSERS

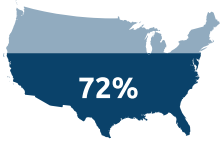


16-21



22+

IDAHO **PASS RATE** COMPARED TO NATIONAL **PASS RATE**



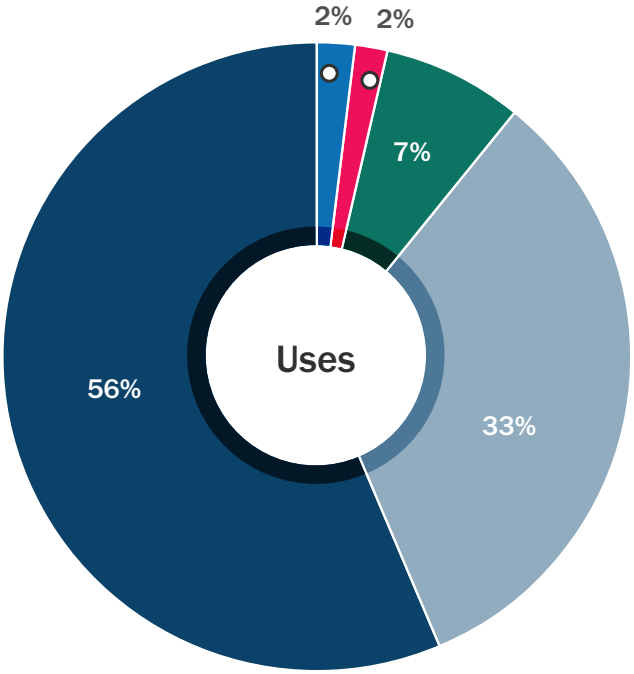
OF GED TEST TAKERS **USE AE TO PREPARE**

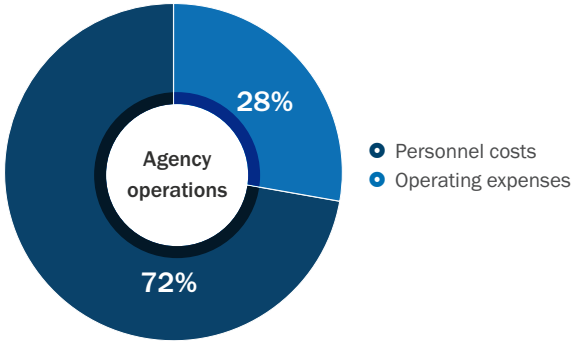
36

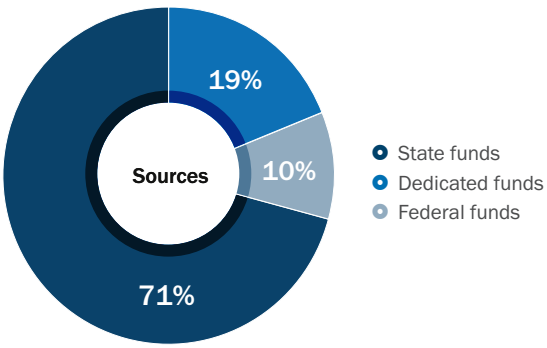
Financial overview

IDCTE RECEIVED $108,296,800 IN APPROPRIATIONS AND HAD 45 EMPLOYEES FOR FY 2024

Administrative services	**$2,355,000**
Operating expenses	$387,000
Personnel costs	$1,936,600
Capital expenses	$11,400
Secondary and general programs	**$35,511,700**
Operating expenses	$542,000
Personnel costs	$1,951,300
Federal funds	$4,021,700
Program distribution	$33,018,400
Added-cost operating support	$28,765,630
Agriculture and Natural Resources	$442,500
Program Quality Initiative	$634,870
Secondary Perkins grant programs	$2,985,400
Workforce Readiness Incentives	$190,000
Technical college system	**$60,847,900**
Operating expenses	$5,242,600
Personnel costs	$47,919,800
Program distribution	$60,847,900
Federal funds (distributed)	$2,685,500
Related programs	**$7,771,400**
Dedicated funds	$252,800
Federal funds	$4,507,500
Operating expenses	$236,200
Personnel costs	$1,073,200
Program distribution	$6,012,200
Adult Education	$4,565,400
Centers for New Directions	$170,000
Fire Service Training	$240,513
Workforce Training Centers	$1,209,000
Educator services	**$1,810,800**
Connect Summer Conference	$275,000
Operating expenses	$237,900
Personnel costs	$595,400
Program distribution	$702,500







Looking ahead

IDAHO
Division of Career
Technical Education

Reflecting on the past year, we've emphasized connecting more deeply with the field and strengthening relationships with our educators. Our commitment to innovation remains steadfast as we look ahead to the coming year. We're dedicated to leveraging new and emerging technologies to ensure our programming and learning opportunities are not outdated before our students arrive.

We're excited to reimagine our InSpIRE Ready! Program and leverage our new positions to support new educators in the field. We recognize the importance of reducing barriers to entering the teaching profession, particularly for CTE educators. Our efforts will focus on simplifying application processes and enhancing support for all educators—not just those new to the profession.

Advocating for additional technical college and secondary program resources will be top priorities. Rising operating costs, driven by increased enrollment and higher consumable expenses, pose significant challenges. To address this, we'll work strategically to engage with employers, ensuring that our education system aligns with workforce needs and keeps Idaho competitive.

Finally, we're committed to fostering stronger collaboration across the broader education ecosystem, working closely with higher education institutions and the Idaho Department of Education to ensure our efforts continue to drive student success and meet the needs of our communities. At the same time, we'll focus on building the necessary infrastructure that empowers both learners and employers, creating opportunities that align with the demands of our evolving economy. Together, we're paving the way for a brighter, more sustainable future for CTE in Idaho.

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linkedin.com/company/idaho-career-and-technical-education

2024/1,000/AR24

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Division of Career Technical Education

Idaho Division of Career Technical Education

Operational Framework FY 2024 – FY 2028

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
I. Enhance and guarantee operational effectiveness and collaboration			
A. Design and develop a comprehensive program data management system	FY 2023 – Release RFP FY 2024 – Begin FY 2025 – Implementation	Special Projects Coordinator	1. Identify key components. 2. Produce and prepare for release of formal request for proposal. 3. Identify vendor and build system. 4. Identifying initial project team and future staffing needs for ongoing support, maintenance, and enhancements. 5. Enhance data elements and leverage results for improvement ○ Articulate and validate definitions for reporting ○ Enhance data reporting connectivity ○ Develop data visualizations ○ Leverage ISEE staff to create reports related to CTE data ○ Provide professional development for staff on data-driven performance improvement.
B. Identify, improve, and produce documents for agency processes	FY 2024	Assistant Director of Federal and Related Programs on behalf of Leadership Team	1. Offer quarterly surveys for staff to identify needs 2. Leadership identify unit specific areas of improvement 3. File structure and application uses
C. Build intentional connections and collaboration between departments and units	FY 2024	Chief of Staff on behalf of Management Team	1. Develop road-maps, project management scopes, and functional steps. 2. Host annual and ongoing process update meetings 3. Develop OneNote Notebook for processes 4. Include CTE Staff on GreenRope communications 5. Ensure supervisors report-back on DMT and DLT meetings.
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Acting Director	1. Confirm asset list 2. Process ownership transfers 3. Relocate equipment 4. Repair/Replace/Re-logo equipment 5. Establish equipment rotation calendar and use documentation
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	1. Develop handbook and/or guide including naming conventions, tags, branding, responsibilities 2. Framework on annual timeline including audits and leveraging operational survey results for improvements 3. Launch of agency-wide calendar feature

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
F. Develop framework for policy makers and stakeholder engagement and learning.	FY 2025	Administrator	1. Enhance understanding and knowledge of career technical education 2. Legislative tours and roadshow. 3. Host regional listening sessions. 4. Host annual legislative recap and impact meeting for staff. 5. Enhance communication for FST Council and stakeholders. 6. Enhance partnerships and communication to districts (rural and urban)
G. Ensure intentional partnerships and collaborations with external organizations and agencies.	FY 2024 – Begin FY 2025 – Implementation	Administrator on behalf of Leadership Team	1. Produce internal document identifying staff assignments and responsibilities on committees, boards, councils, or organizations. 2. Targeting two-way communication 3. Identify strategies to build and enhance relationships 4. Explore and lead comprehensive learner record concept
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	1. Operationalize the new definition of microcredential and use for the state of Idaho. 2. Identify appropriate teachers as eligible badge providers. 3. Ensure SkillStack® training occurs during First Camp 4. Take appropriate steps necessary to remove Technical Competency Credit throughout system 5. Launch campaign for SkillStack® Recruit
I. Enhance relationships with Idaho's educational system	FY 2024 – Begin FY 2028 – Ongoing	Administrator	1. Identifying regional technical support and assistance 2. Proactively identify opportunities for local districts including building-level training networking 3. Enhance CTE knowledge and understanding 4. Explore working relationships with local boards of trustees 5. Enhance working relationships with relevant state agencies 6. Engage in new superintendent training
J. Develop comprehensive communication/marketing plan	FY 2026	Director of Communications	1. Incorporate field work into social media 2. Create social media plan 3. Develop timeline for annual report submission 4. Monitor annual operational survey results for improvement 5. Produce documents to visualize overlap in services and programming
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	1. Initial review, prioritize, and finalize 2030 staffing needs 2. Annual review of 2030 staffing goals 3. Complete a workload analysis
II. Foster and lead quality programs			
A. Complete program prioritization and standards revision.	FY 2023 – Begin FY 2027 – Implementation	Assistant Director of Program Quality	1. Establish program prioritization metrics to ensure programs have alignment to regional and state labor need 2. Finalize quarterly plan for programs 3. Phasing out TCC

GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
B. Ensure alignment with workplace readiness, student leadership, and academic content standards	FY 2026	Chief Program Officer	1. Finalize standards for student leadership 2. Create badges as applicable 3. Create resources for districts to align applied learning to academic standards
C. Explore, identify, and articulate standard interconnectivities.	FY 2025 – Begin FY 2026 – Implementation	Chief Program Officer	1. Identify appropriate stakeholders 2. Learn about possible solutions 3. Create roadmap to visualize
D. Review, revise, and publish new technical advisory committee framework	FY 2025 – Begin FY 2026 - Implementation	Assistant Director of Program Quality	1. Gather input on best practices 2. Ensure alignment with other state initiatives on workforce engagement 3. Include necessary items for Perkins input groups 4. Publish, communicate, and train field on updated framework 5. Explore collecting TAC members and contact information
E. Ensure program reviews are used to improve program quality and identifying ways to make enhancements	FY 2025 – Begin FY 2026 - Implementation	Chief Program Officer	1. Leverage program data including Perkins measures 2. Implement feedback survey 3. Explore technical assistance grants requirements
F. Implement student leadership standards	FY 2026	Assistant Director of Student Leadership	1. Design and develop training resources for educators 2. Develop educator badges for advisors
G. Update, enhance, and improve Perkins 4-year plan	FY 2024 & FY 2028	Perkins Program Director	1. Timeline for CLNA 2. Identifying appropriate staff for engagement 3. Prepare updated 4-year plan for approval by Board
H. Review, revise, and enhance Fire Service Training programming and services.	FY 2025	Fire Service Training Acting Program Director	1. Update testing system and software and explore online testing platform 2. Enhanced initial and ongoing operational training for field instructors/evaluators 3. Produce course catalog 4. Explore options and identify next steps for updated records management system
I. Partner with relevant agencies to explore a single state-wide credential of value inventory	FY 2027	Assistant Director of Program Quality	1. Identify agencies as contributors to the process and implement the final works
J. Ensure success launch of middle school programming.	FY 2025	Middle School Program Quality Manager	1. Define programming 2. Funding 3. Professional development
K. Coordination and ensuring sustainability for state program funding	FY 2026	Chief Administrative Officer	1. Reporting and accountability o Postsecondary o Secondary (program added-cost; career technical center added-cost, etc.) aligned to program prioritization work.

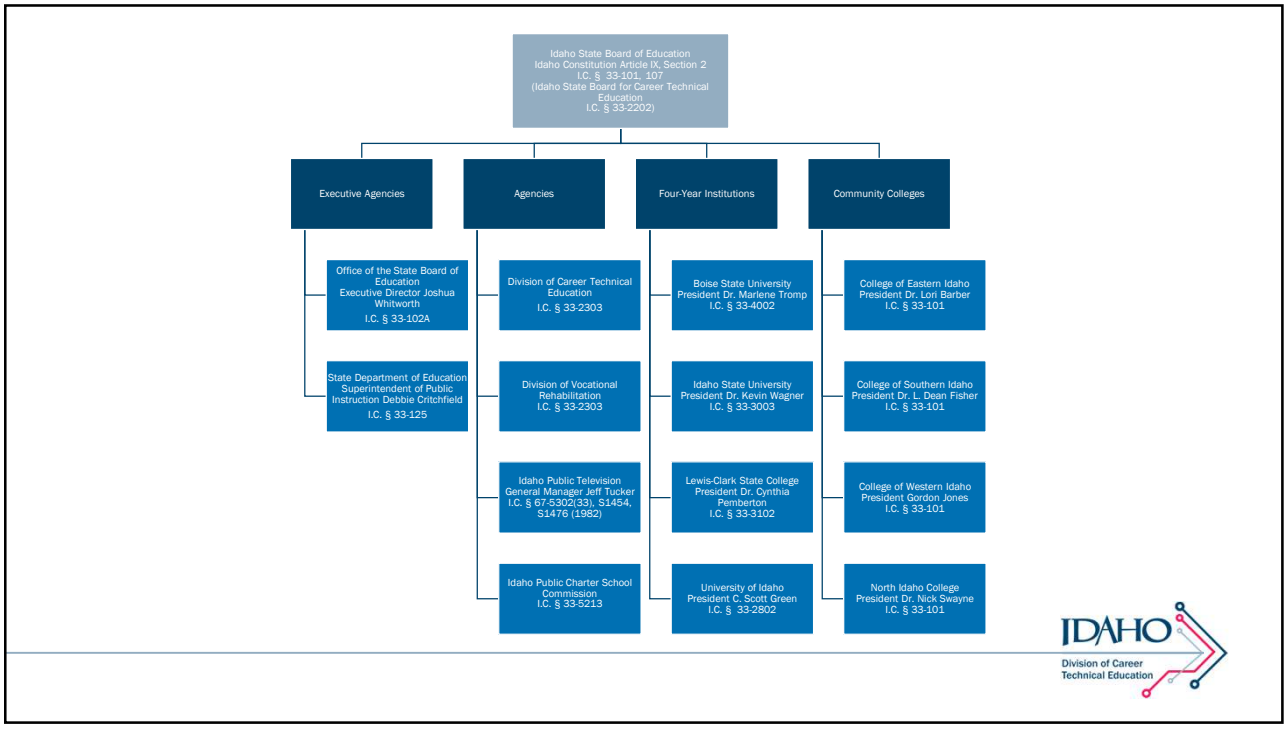
GOAL	TARGET DATES	GOAL MANAGER	STRATEGY
III. Provide dynamic educator services			
A. Develop and launch an educator certification platform	FY 2025 – Begin FY 2026 – Implementation	Director of Educator Certification	1. Develop framework and key components needed 2. Identify vendor or existing platform 3. Ensure functionality with ISEE and other relevant systems
B. Create microcredentials to be awarded in SkillStack®	FY 2024 – Begin FY 2026 – Implementation	Director of Professional Development	1. Recognizing professional development activities 2. Ongoing educator training 3. Report functionality for renewal of certification
C. Update course and ISEE manual	FY 2024 – Begin FY 2025 – Implementation	Director of Educator Certification	1. Finalize user-friendly resource 2. Implement new ISEE course code numbering and "sequence" documents 3. Identify enhancements to ISEE relevant to educator certification
D. Deploy annual survey for classroom teachers	FY 2025 – Implementation	Chief Educator Officer	1. Identify and engage appropriate stakeholders to develop survey 2. Identify potential partners for distribution of survey
E. Develop local CTSO advisor professional development	FY 2026	Assistant Director of Student Leadership	1. Identify best practices for local CTSO advisor training 2. Develop IDCTE Local CTSO (Student Leadership) Advisor training
F. Continue support and enhancement of InSpIRE Ready!	FY 2025	Chief Educator Officer	1. Expanding capacity for additional support ○ Transition InSpIRE Ready! courses to in-house 2. Adding additional First Camp mid-school year 3. Hosting optional regional new teacher training (including non-InSpIRE route) 4. Ensuring appropriate levels of mentors for new teachers
G. Leadership Institute	FY 2026	Director of Professional Development	1. Develop modules for leadership institute areas 2. Increase capacity and access to leadership institute materials
H. Foster on-going educator professional development	FY 2025	Director of Professional Development	1. Foster regional technical skill development courses 2. Grow and enhance Connect Conferences

Idaho Division of Career Technical Education 2025 Annual Update

Executive Director Joshua Whitworth

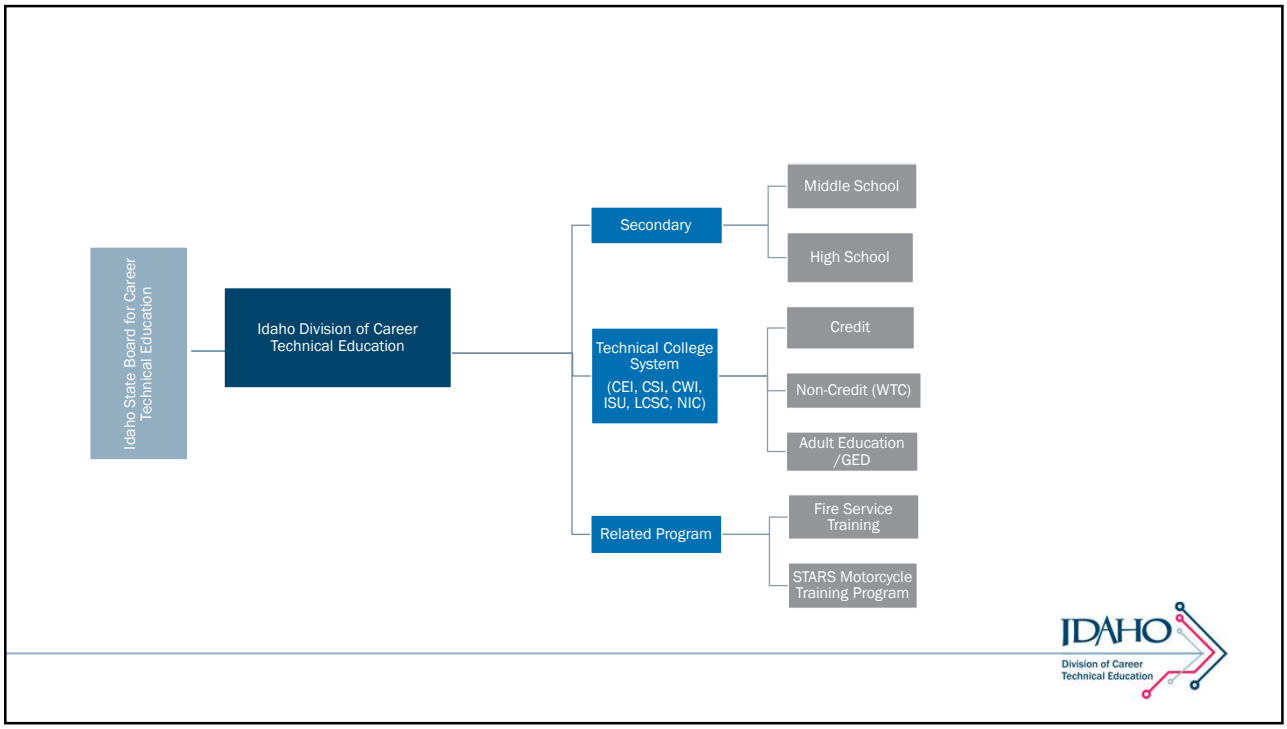
IDAHO Division of Career Technical Education

1



IDAHO Division of Career Technical Education

2



3

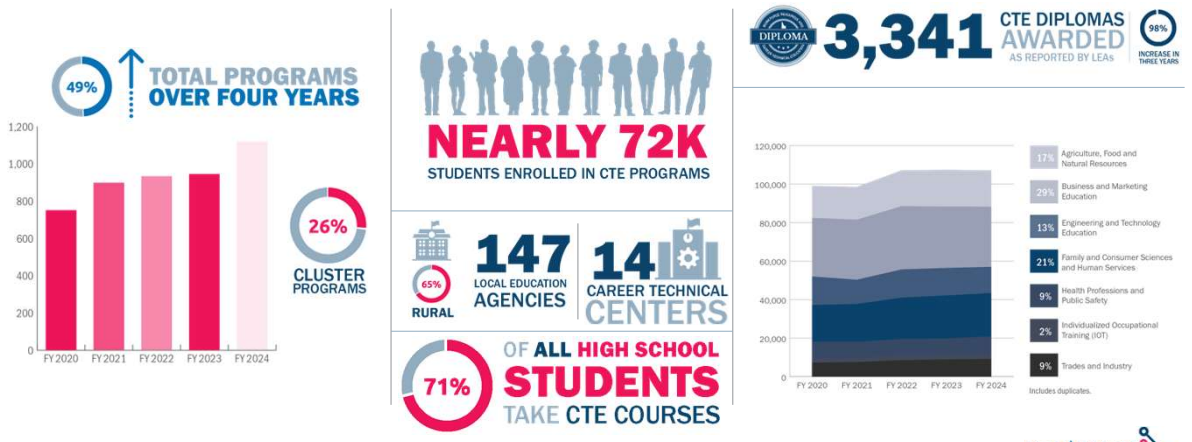
Our mission:

To prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO
Division of Career Technical Education

4

Secondary Snapshot



Source: IDCTE 2024 Annual Report

IDAHO Division of Career Technical Education

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Secondary program applications

Program area	FY 2022	FY 2023	FY 2024	FY 2025
Agriculture, Food and Natural Resources	14	13	25	36
Business and Marketing	10	9	30	20
Engineering Technology Education	18	13	24	21
Family Consumer Sciences and Human Services	10	17	32	11
Health Professions and Public Safety	3	12	18	9
Trades and Industry	2	6	11	15
Individualized Occupational Training	2	3	11	5
	59	**73**	**151**	**117**

IDAHO Division of Career Technical Education

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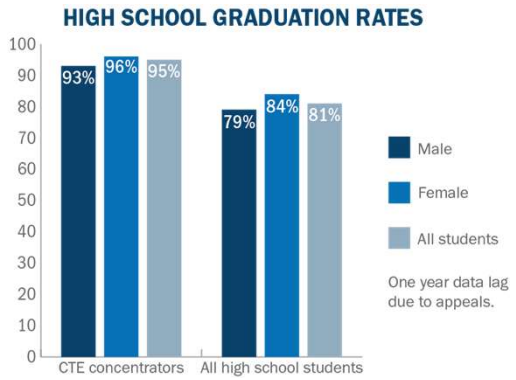
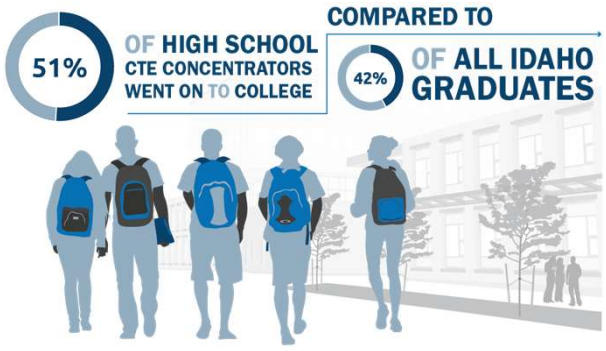
Secondary Snapshot



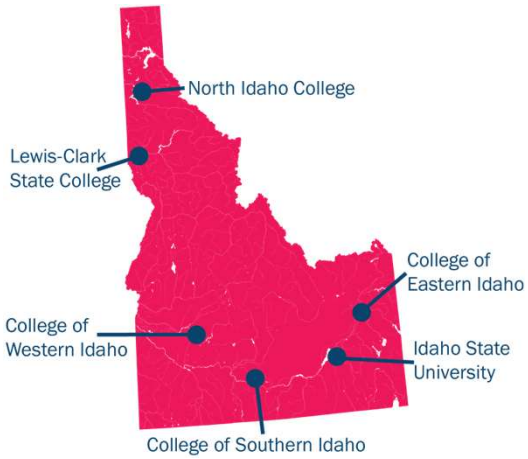


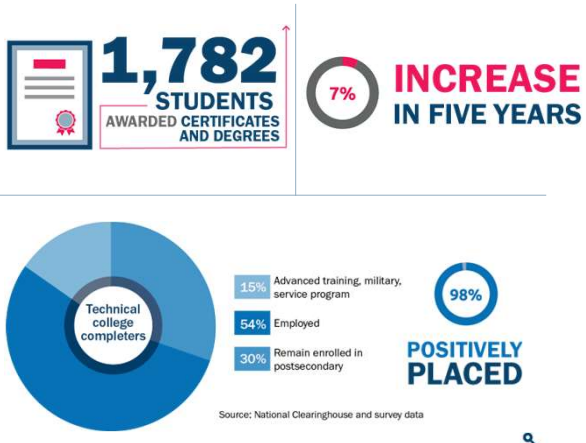
IDAHO Division of Career Technical Education

Source: IDCTE 2024 Annual Report

7

Technical College System





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Source: IDCTE 2024 Annual Report

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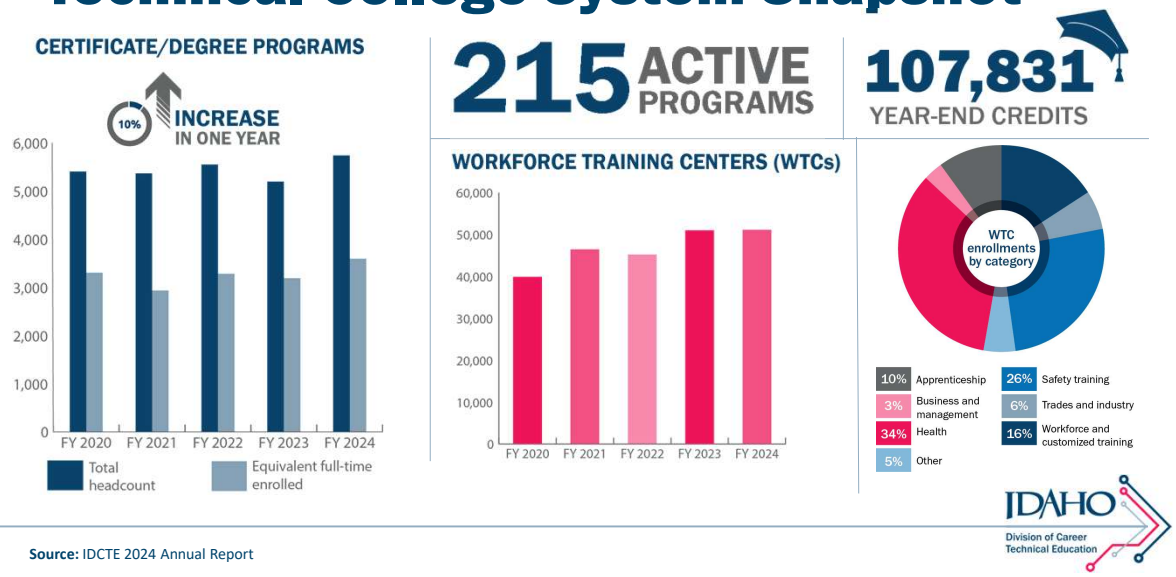
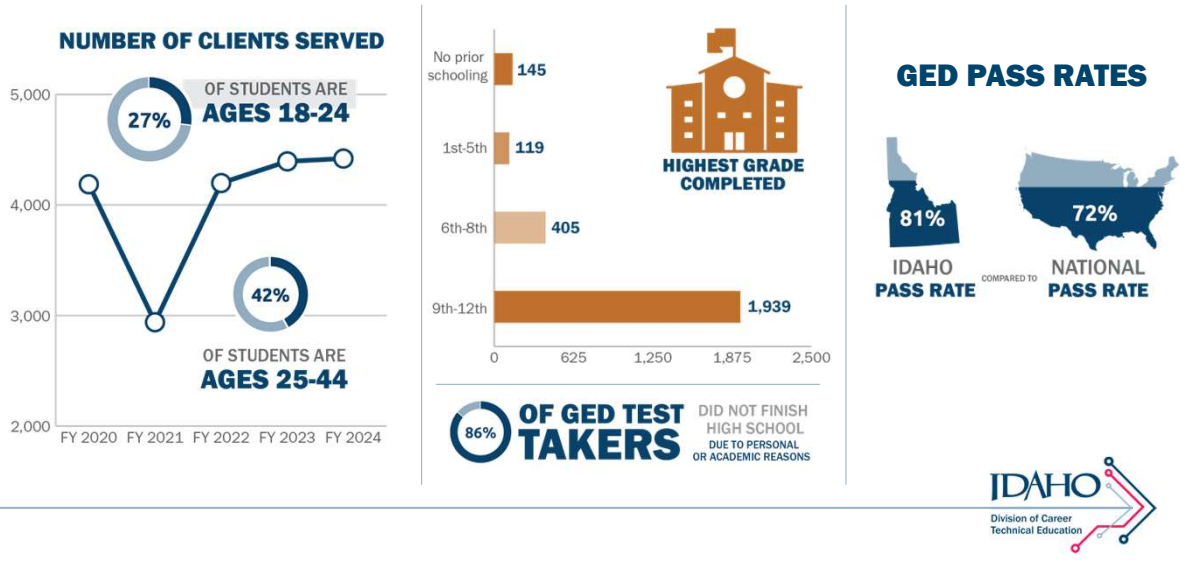
Technical College System Snapshot



Source: IDCTE 2024 Annual Report

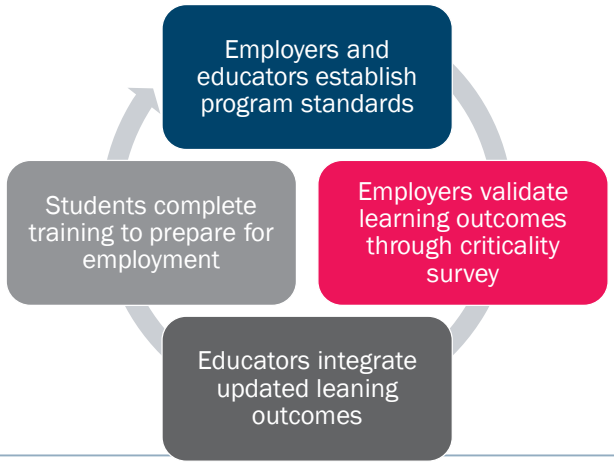
9

Adult Education



10

Program Alignment



11

FY 2025 standards revalidation

- Agriculture Maintenance
- Agriculture Small Engine Repair
- Agriculture Welding
- Business Management
- Computer Support
- Cosmetology
- Electronics Technology
- Network Support
- Nursing Assistant
- Plant and Soil
- Programming and Software Development
- Welding

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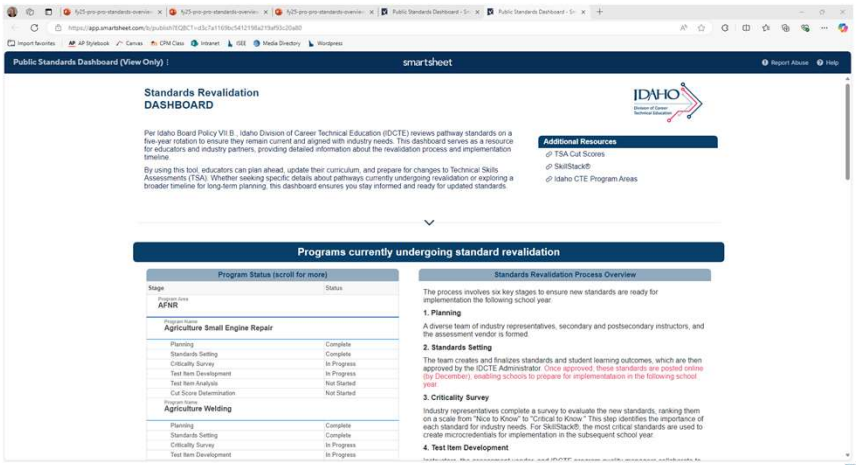
FY 2025 Standards Revalidation



IDAHO Division of Career Technical Education

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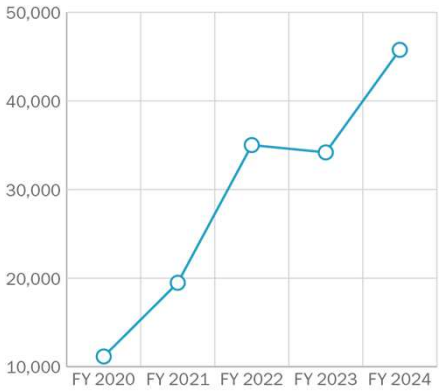
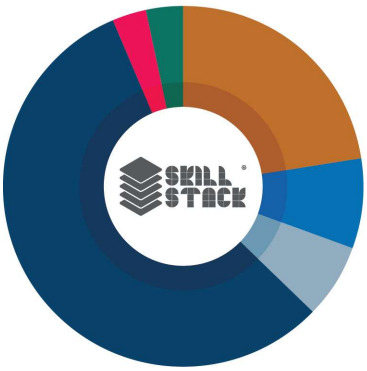
SkillStack®

>40,000 UNIQUE STUDENTS EARNING **>145,000** MICROCREDENTIALS





- 3% Region 1
- 3% Region 2
- 56% Region 3
- 7% Region 4
- 8% Region 5
- 23% Region 6

IDAHO Division of Career Technical Education

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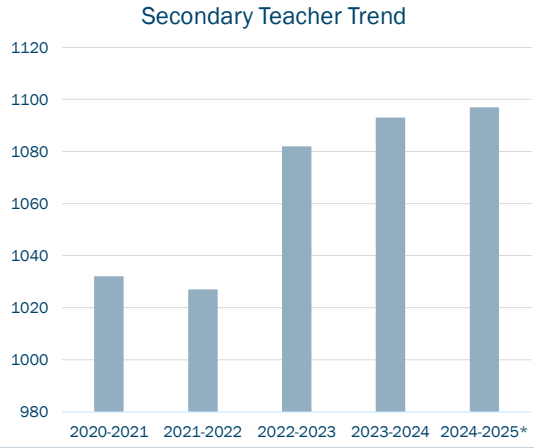
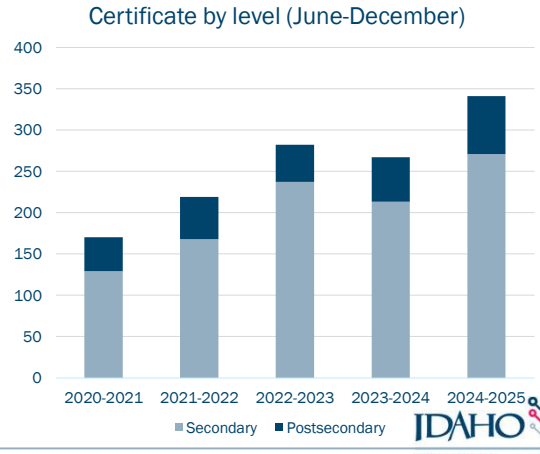
CTE Certification Trends





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*Current 2024-2025: 1060 | Projected growth 3.5% (five-year average growth)

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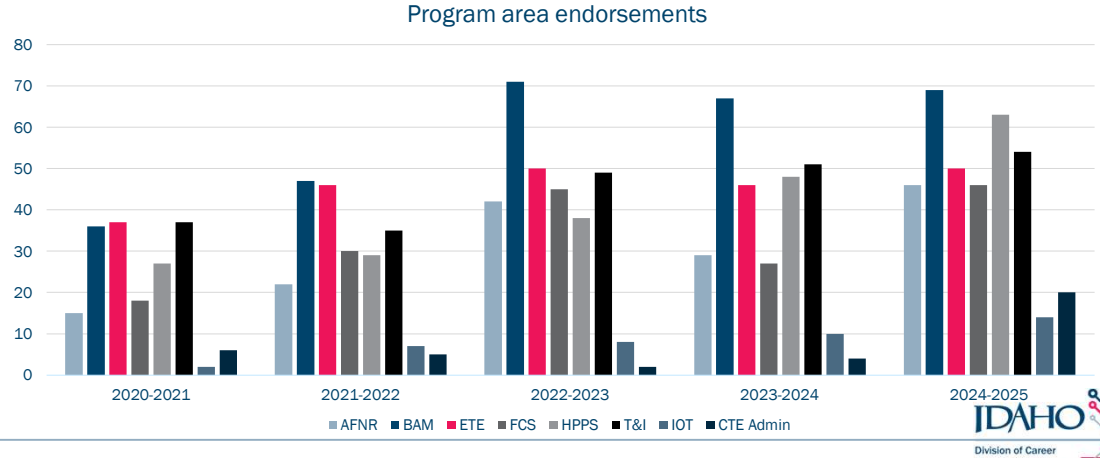
CTE Endorsement Trends



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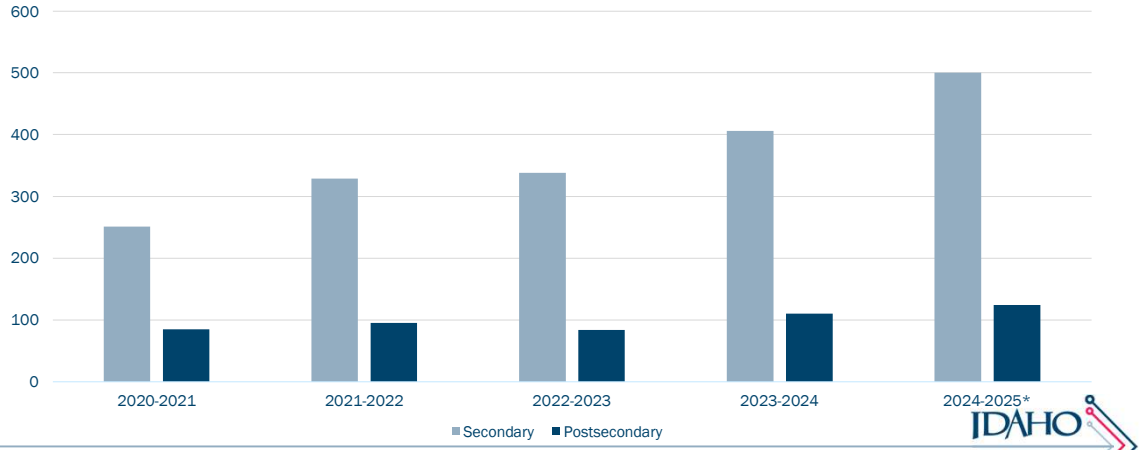
Annual New CTE Certification Trends



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Operational Framework (October 2023)

18

Operational framework (December 2024)

- 16 unique goal project managers
- 14 completed staff feedback sessions
- 14 goal action plans in development
- Revised goals published

GOAL	TARGET DATES	GOAL MANAGER	Step 1	Step 2	Step 3	Step 4	Step 5
I. Enhance and guarantee operational effectiveness and collaboration							
A. Design and develop a comprehensive program data management system	FY 2024 – Begin FY 2026 – Implementation	Data System Administrator	✓	SFS*: 5/24/24 ✓	In progress		
B. Identify, improve, and produce documents for agency processes	FY 2024 – Begin FY 2028 - Ongoing	Director of Federal and Related Programs on behalf of Leadership Team	✓	SFS*: 5/3/24 ✓	In progress		
C. Build intentional connections and collaboration between departments and units	FY 2024 – Begin FY 2028 - Ongoing	Chief of Staff on behalf of Management Team	✓	SFS*: 5/24/24 ✓	In progress		
D. Complete migration, transfer, processes for Fire Service Training assets	FY 2024	Fire Service Training Director	✓	Est. Fall 2024			
E. Enhance framework for educator resource catalog	FY 2024	Director of Communications	✓	SFS*: 5/3/24 ✓	✓	In progress	
F. Develop framework for policy makers and stakeholder engagement and learning.	FY 2025	Administrator	✓	Est. Fall 2024			
G. Ensure intentional partnerships and collaborations with external organizations and agencies.	FY 2024 – Begin FY 2025 – Implementation	Administrator on behalf of Leadership Team	✓	SFS*: 7/9/24 ✓	In progress		
H. Grow use and recognition of microcredentials	FY 2025	Chief Performance and Accountability Officer	✓	SFS*: 8/20/24 ✓	In progress		
I. Enhance relationships with Idaho's educational system	FY 2024 – Begin FY 2028 – Ongoing	Administrator	✓	SFS*: 7/9/24 ✓	In progress		
J. Develop comprehensive communication/marketing plan	FY 2026	Director of Communications	✓	SFS*: 5/3/24 ✓	✓	In progress	
K. Complete 2030 staffing plan	FY 2025	Chief of Staff	✓	SFS*: 5/24/24 ✓	In progress		

*Staff Feedback Session - SFS

IDAHO Division of Career Technical Education

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FY 2026 Budget Governor Recommendation

Decision Unit	Amount
12.01 – Technical College Operations	$640,000
12.02 – Adult Education and Perkins V Program Spending Authority	$2,273,700
12.03 – Business/Industry Engagement Manager	$128,400
12.04 – Adult Education and Literacy	$50,000
12.81 – In-demand and Workforce Career Capacity	$10,000,000

IDAHO Division of Career Technical Education

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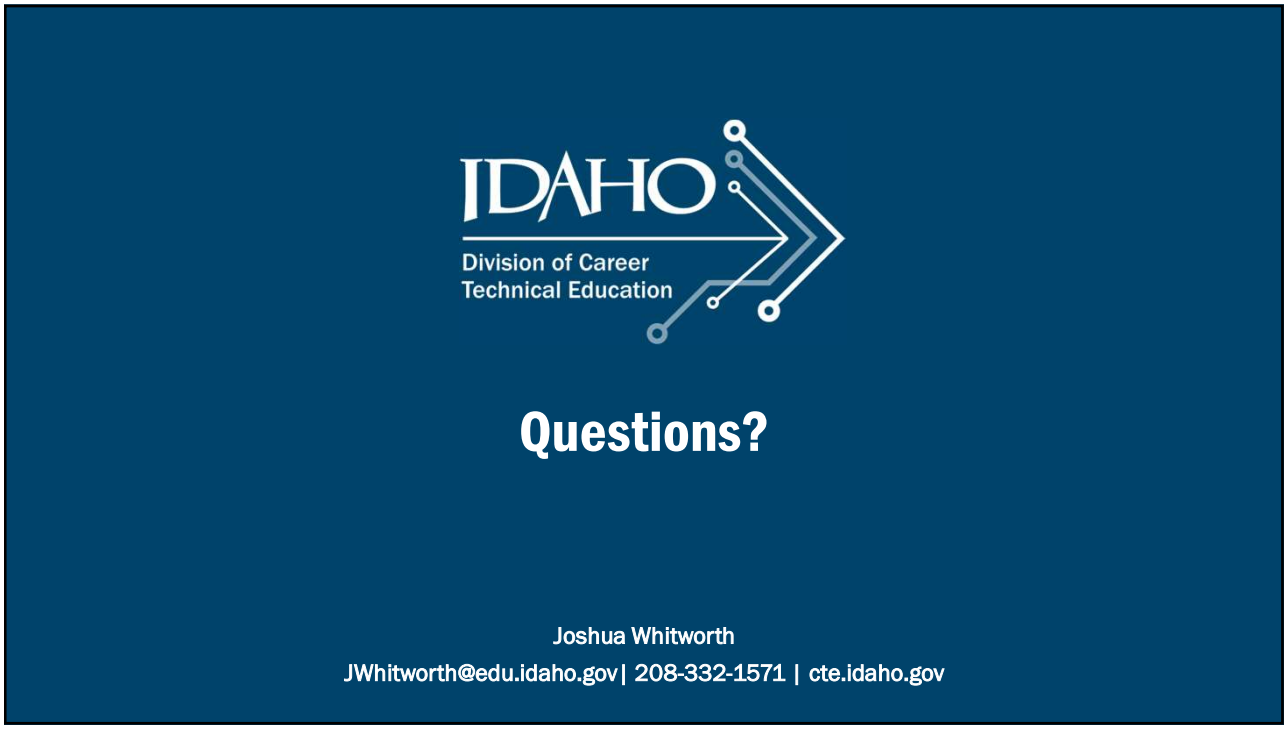
IDAHO
Division of Career
Technical Education
Questions?
Joshua Whitworth
JWhitworth@edu.idaho.gov| 208-332-1571 | cte.idaho.gov

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IDAHO BUREAU OF EDUCATIONAL SERVICES FOR THE DEAF AND THE BLIND

SUBJECT

Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) Annual Report

REFERENCE

February 2019	IESDB provided the Board with a report updating the Board with current progress of the Bureau.
February 2021	IESDB provided the Board with a report updating the Board with current progress of the Bureau.
February 2024	IESDB provided the Board with a report updating the Board with current progress of the Bureau.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-3405(4) and 33-3411, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Idaho Code § 33-3405(4) the administrator of IBESDB shall make an annual report of the Bureau's activities to the State Board of Education at a time and in a format designated by the Board. While IBESDB was moved out from the Board's direct governance in 2009, the Board retains rulemaking authority for education services for students who are deaf or hard of hearing and/or blind or visually impaired, as well as property rights for the School for the Deaf and Blind.

The Idaho Bureau of Educational Services for the Deaf and Blind, originally the Idaho School for the Deaf and Blind, has been providing services to Idaho's children since 1906. Its programs consist of statewide outreach programs and the Idaho School for the Deaf Blind, located in Gooding Idaho. IBESDB provides supplemental education services, early intervention and education, consultation, and transition support to families and local school districts throughout Idaho. The property in Gooding that houses the School for the Deaf and Blind is held by the State Board of Education and leased back to IBESDB for its use.

IBESDB presented this report at the Planning, Policy and Government Affairs committee meeting on February 3, 2025. The written report is included in these materials for the Board's review.

IMPACT

This annual update will provide the Board with an update on the scope of IBESDB's efforts to serve Idaho's children.

ATTACHMENTS

Attachment 1 – IBESDB Annual Report

BOARD ACTION

This item is for informational purposes only.

Idaho Bureau of Educational Services for the Deaf and the Blind

OSBE REPORT 2025

****Idaho Educational Services for the Deaf and the Blind: Paving the Way for a Brighter Future ****

Established in 1906 to address Article X of the State Constitution, the Idaho Bureau of Educational Services for the Deaf and the Blind (IBESDB) has evolved into a unique institution. Rooted in the commitment to support individuals with sensory impairments, IBESDB serves as one of the 12 dual schools in the United States.

****Historical Journey and Organizational Structure:****

- Initially a State Agency, The IBESDB transitioned in 2009 to operate under its own Board of Directors, chaired by the State Superintendent of Public Instruction.

- Governed by State Statute 33-3400, the bureau aims to ensure accessibility, quality, and equity for students with sensory impairments, tailoring services based on individual educational needs rather than the level of hearing or vision loss.

****Continuum of Services:****

- IBESDB caters to 2,600 students across its continuum, a significant increase from the 1,100 students served in 2009, when it was first established.

- Two distinct departments, "Outreach" and "Campus," along with support services, facilitate a comprehensive approach to education.

****Outreach Department:****

- Seven regional Education Centers, serving students from Birth to age 21. Serving 1740 D/HH students (134 babies) and 857 B/LV (71 babies)

- 34 Certified teachers, driving 13,000 miles on average, provide services, materials, and technology to their respective regions including families, public and charter school personnel.

- Early intervention programs have witnessed substantial growth, exemplified by increased enrollment in Deaf/Hard of Hearing and Blind/Low Vision categories. Giving all of our kids a good head start, stressing the foundations to early literacy.

- Summer offerings for students on work development skills and experiential learning. Collaboration with ICBVI and IDVR for work readiness gets students the summer work experience needed to get ready to go from school to career.

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Idaho Bureau of Educational Services for the Deaf and the Blind

OSBE REPORT 2025

****Campus Department:****

.- Established in 1906, the campus of the Idaho School for the Deaf and the Blind (ISDB) spans 40 acres in Gooding, featuring a 140,000 sq. ft. primary building and six cottages hosting 65 residential students.

- Serving 130 students from preschool to age 21, Campus collaborates with local schools, statewide, ensuring no student commutes for more than 3.5 hours in order to attend the campus program.

****Educational Approach and Accomplishments:****

- 95% of all ISDB students are on individualized education plans (IEPs), acknowledging the diverse needs of students and the complexity of approaches needed in the classroom.

- Each classroom embraces flexibility in teaching strategies, adapting standardized curriculum and making education extend beyond academics to include residential life and extracurricular activities.

- Integration of mental health programs through our second year of "CARES" department (Communication, Advocacy, Resiliency, Empathy and Services). Since implementation (second year) 76% decrease in need for safety plans 0 mental health Hospitalizations. Created an inhouse "helpline". Added one new counselor for academics. Additionally schoolwide use of our Positive Behavior Intervention Supports (PBIS) through the "CLAW" (Compassion, Leadership, Advocacy and Willingness to work) program, underlines a holistic approach to student development.

- "BridgE" which is the 18-21 program and focusses on development of independent living skills and focusses on building employment ready adults. This year 13 students held jobs in the community and continue to run a working food truck (The Ravenous Raptor) in the community. Building an equal program in the Blind department.

- Provides an educational environment where students can engage with peers and educational staff directly, providing a least restrictive environment while building foundations for adulthood.

****Facilities and Recent Projects:****

- The 116-year-old campus undergoes continuous improvements, with recent projects completed: bathroom renovations, fire alarm overhauls, a fully accessible playground, and track renovations.

- New projects just started include One, (possibly two) new cottages, ADA accessibility sidewalk enhancements, and parking lot improvements, including addition of a new parking lot and a bus barn.

- Collaborative efforts with the Permanent Building Fund Advisory Committee and the Department of Public Works ensure the preservation and enhancement of the campus. Deferred maintenance enhancements have included new roofing on main campus and old gym, locker room refurbishment, new heating and cooling system

****Community Engagement:****

- ISDB is the second largest employer in the County of Gooding.

- Leasing of unused space, which is approved by OSBE, to various stakeholder groups, brings local community members to campus and to engage with our students and staff.

- Hosting car shows, meeting site for local governing boards, and collaborative efforts with local public and charter schools helps engage the community to realize that the School is not an island.

In summary, the Idaho Bureau of Educational Services for the Deaf and the Blind Continues to stand as a beacon of inclusive education, continuously adapting to the evolving needs of its diverse student population. Through its rich history, commitment to excellence, and collaborative spirit, IBESDB remains dedicated to developing compassionate leaders who advocate for themselves and others, embodying the institution's mission and vision for "independence for life".